

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 22

NO. 9

Too Little, Too Late

Youth, reviewing the requirements and rewards of teaching, mentally compares education with other occupations. It is becoming more and more self-evident to young people that in comparison to other occupations teachers are poorly paid, and potential teachers are directing their talents elsewhere. Whether the comparison be made by a boy who views the average weekly wage in Wisconsin manufacturing industries (\$33.80 x 52 = \$1757.60) or the girl who realizes that a short stenographic course will permit her to start at a salary comparable to what the average woman teacher with nearly four years of college and nearly ten years of experience receives, or prospective rural teachers who see the charwoman in state service being paid more than training and experience in rural teaching would command, the effect is the same. It adds up to the selection of another occupation and results in an acute shortage of well-qualified teachers.—“Too Little, Too Late”

—Wisconsin Education Association.

(Note: The pamphlet quoted above, subtitled “Are We To Have Another Educational Dunkirk?” presents fact-and-figure arguments on why teachers’ salaries must be raised.)



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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton



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Volume 22

May, 1942

Number 9

EDITORIAL

THE ANNUAL GENERAL MEETING

SURELY it could not be urged that at the last Annual General Meeting the majority of the time and interest of the delegates was devoted to the pay cheque of teachers. As one read the agenda of business and the voluminous material in the form of reports for consideration, together with the proportion of resolutions devoted to salary matters, the most unprejudiced would be prepared to acknowledge that the teachers of the Province accept the economic situation as being just one department of their professional interest. When one considers that the economic status of the teachers is actually on the decline and that members of the profession in Alberta are leaving it wholesale for reasons other than entering His Majesty's Forces, it is a fine tribute to their professionalism that the delegates present at the Annual General Meeting could so forego the temptation to make salaries the "be all and end all" of their discussions and decisions at the Easter Convention.

* * * *

NINETEEN DOLLARS A WEEK

STATING salary of teachers per annum inclines the public to get a wrong focus on their economic condition. So many people, particularly school board members, regard a yearly rate of so many hundreds of dollars with an altogether magnified and superficial conception

of the teacher's salary position. So many hundreds of dollars a year seems a large amount but, reduced to the weekly rate by dividing the annual rate by 365 and multiplying by the number of days in a week, the arithmetic result is startling when compared with the weekly figures paid workers in commerce and industry.

It is surprising how many of the divisional school boards "balk like bucking bronchos" at the hurdle, an adequate minimum salary. After all, the statutory minimum of \$840 provides but \$16.10 per week, and we feel convinced that if the public and others besides teachers worked out the teachers' weekly rates they would not for one moment tolerate those persons in whose care are placed their children, their most precious possessions, being paid at a rate insignificant compared to that paid people in other vocations whose training and education is but fractional to that required of a qualified teacher today.

The last Annual General Meeting, after considerable discussion in committee and debate on the floor of the convention, overwhelmingly approved the setting of \$1,000 per annum (\$19.18 per week) as the basic rate for elementary teachers (including rural school teachers up to Grade VIII), and the Provincial Executive was instructed to compile and adopt a schedule of salaries based on this \$19.18 per week minimum.

* * * *

HOSTS of comparisons might be drawn between the weekly rate paid to teachers and the weekly rates paid men and women in other occupations throughout the Province. Let us take one case in point: An Alberta aircraft company starts its female employees at 35c per hour and males at 40c per hour. The basic weekly rate is thus \$18.20 for women plus a cost of living bonus of approximately \$3.00 per week, making a total weekly rate of \$21.20. For men the weekly rate amounts to \$23.80. Therefore an annual salary of \$1,000 to which the teachers aspire as basic minimum is \$2.00 less per week for women and \$4.60 less per week for men; or, putting it this way, the basic rate paid to these workers in the case of women is over \$100 per year in excess of the basic objective for teachers (namely \$1,000 per annum) and for men, \$240 in excess.

Let us consider the training required for these aircraft beginners. A girl up to eighteen years of age can take a short eleven weeks' course in the aircraft repair mechanics corps free of charge, at a city Technical School. The entrants are supposed to be not less than eighteen years of age and are supposed also to have achieved High School entrance (Grade IX). During the eleven weeks' course they receive preliminary training in the use of the simplest kind of tools: saw, plane, chisel, bit, rasp, file, etc., and then they are ready to start at \$21.20 per week. If they make good their rate of payment per hour is increased. In the case of a boy with the same training, he is paid \$23.80 per week. How does this compare with the teacher's training? First of all a prospective teacher cannot enter Normal School without three years' High School

—three years over and above that required as a prerequisite for entering the aircraft repair mechanics corps. In addition, he or she must be eighteen years of age, must pay the Normal Entrance fee which up to this year was \$100, and spend freely on books and all the other inescapable incidental expenses connected with the Normal School training. Even then he is not through; he must take two Summer School sessions at not less than \$100 a time before becoming a full-fledged teacher. Yet even with this comparatively expensive and prolonged course of training he does not start at \$21.20 or \$23.80 per week—oh no! Up to now he has been considered lucky to get \$840 per annum, \$16.10 per week.

* * * *

SURELY there is no need to wonder just why Alberta and other Provinces in Canada are so short of teachers. The reason is, of course, self-evident. Steps are being taken to assist eligible High School graduates in meeting the cost of training as such.

Laudable though may be the spirit and intention for bonusing teacher trainees, and while the scheme may help a little in swelling the enrolment of Normal Schools or otherwise prevent the roster of trainees from lessening, it cannot hope to plug the leak. The more trainees poured into the teacher barrel, the greater will be the leakage therefrom, unless and until a satisfactory stopper is used.

An application for increased salaries for teachers almost invariably meets with this reaction from school board members: "The taxpayers cannot pay any more money. If we raise the mill rate the ratepayers will kick us out." Yes, and it so happens that the divisions or school districts best able to pay higher salaries are first to react that way. One might be pardoned for suggesting that it might be considered the bounden duty of board members to invite being kicked out under those circumstances. Surely, if it is fit and proper to pay teachers a reasonable remuneration for their services, it would be an honor to be kicked out for performing a meritorious duty to the teachers, pupils and parents.

* * * *

JUST how sincere is this plea that the ratepayers cannot pay any more? The chairman of a divisional board (one who in our opinion is straining to the limit to meet fairly and squarely the salary situation) said recently: "Well, we've raised the mill rate some since the division was formed, but what's it amount to? The increase in taxes per quarter section since the division took over just about amounts to the increase in the selling price of a hog per quarter section."

Again, the school divisions have spent considerably over \$1,000,000 in capital expenditures since their inception, of which more than \$750,000 has been paid from current revenue—money which, having regard to all circumstances, should have found its way into the pockets of the teachers.

YET again, \$840 in 1939 was worth as much as \$970 today. The law of supply and demand has not been permitted to exercise its normal influence on the salaries of teachers. That is to say, where laborers are scarce and work must be done, under normal circumstances the employment must be made more attractive financially, or alternatively the employer must do without employees. This many school boards are resisting to the limit.

However, since the responsibility falls on the Government to keep the schools in operation, so during a time of teacher scarcity there develops a tendency to lower the bars of entry to teaching. This may be a short-sighted policy injurious to child and teacher, and in the long run inimical to the welfare of the nation. But any Department of Education would be bold indeed which determined to keep large numbers of schools closed because well qualified and experienced teachers are not obtainable. Of course this does not imply that Government support for education is adequate in Alberta or anywhere else in Canada and that therefore the Governments should throw up their hands and say, "We can't afford good, well-paid teachers, and we must therefore put up with inferior and underpaid teachers." In our opinion the Dominion Government have consistently and persistently blinded themselves to assuming any responsibility whatsoever for providing a minimum standard of educational opportunity for Canadian boys and girls. So on constitutional grounds they pass the buck to the Provincial Governments who, in turn, pass the buck on to the local authorities to do the lion's share of the paying. The latter then pass the buck to nobody in particular and everybody in general, throw up their hands and hide behind: "The ratepayers will fire us if we raise the mill rate."

This school-board-member attitude is no more genuine than that of the senior Governments—in many cases less so. The fact of the matter is they concede that education is vital to children and believe in their hearts that somebody should provide for good education, good schools, and good teachers. They confess with their mouths but believe in their hearts that, maybe, if we let matters ride, somebody else will do the paying instead of ourselves—Leave it to George.

So school boards cannot be relieved of the charge of "Fiddling while Rome burns". The educational structure of Canada is toppling and somebody must do something about it. We venture to suggest that, were there no public school systems in Canada, parents would be paying handsomely for the education of their children, far more than they now pay in school taxes. They must not expect teachers to continue working for inadequate salaries and pay for their school buildings.

If the present resistant attitude continues to vitiate the educational atmosphere, unless there is some loosening of the purse strings to pay more adequate salaries to teachers we prophesy that the time is not far distant when the only alternative to wholesale closing of schools

will be the entry of hosts of totally unqualified persons to compensate the exit from the ranks of most properly qualified teachers. But no! There might be another alternative, however remote—conscript persons qualified to teach and force them by law to stay put in schools.

THE ALBERTAN ON TEACHERS' SALARIES

ONE of the principal demands heard at the Alberta Teachers' Association convention in Calgary recently was that for higher salaries. The demand is pressing. That it should be granted is of interest not only to the teachers who would receive it, but to the province as a whole.

The task of shaping the attitudes, beliefs, characters and ambitions of children in schools too often is considered of **secondary importance**. How effective a particular kind of training can be has been strikingly illustrated by the Nazis. For years, the ideals of totalitarianism have been instilled in children until they believe them with fanatical zeal. Such training is distorted and not the kind we would want, but it illustrates the point.

To expect this task to be performed for \$16.15 a week—that is how the \$840 minimum works out—is ridiculous. Allowing for holidays, the weekly salary would work out to something more than \$20. But during holidays, teachers—especially those in the lower income brackets—are expected to attend summer schools for refresher courses and new studies. This involves a big outlay—one which people with much larger salaries would not even consider. If teachers are to be enabled to keep abreast of developments they must get more money.

Rising salaries in war and other industries have attracted many teachers away from the profession. The situation has become so bad in Alberta that student teachers were sent out to fill the gaps. This year, normal schools will be opened early to speed the teacher output. There is no doubt that adequate salaries would help materially to maintain the supply of teachers.

—*Calgary Albertan*, April 8, 1942.

MUNDARE *Runs Amuck*

AT time of writing it looks very much as if there will be a dislocation of the operation of the Mundare School. Each teacher individually has sent to the Board a letter to the effect that since the School Board have refused to accept the majority findings of an impartial tribunal, the Board is notified that from and after the 30th day of April, 1942, it is the intention of the teacher not to present himself for duties until such time as the dispute is satisfactorily adjusted.

Since May of 1941 the teachers of the Mundare School District have been attempting to negotiate a satisfactory schedule of salaries with the Board. Meeting with no success an appeal was made to the Provincial

Executive to assist them. Frequent visits were made by members of the Provincial Executive who met either the whole Board or members thereof, and came away each time satisfied that a reasonable adjustment could be made. However, on each occasion the School Board members met afterwards in formal session and rejected practically 100 per cent the suggestions of the teachers' representatives. Finally an appeal was made to the Minister of Trade and Industry under the Industrial Conciliation and Arbitration Act for a conciliation commissioner. Mr. A. A. Carpenter was appointed commissioner and forwarded a copy of his report to the Minister of Trade and Industry.

Report of the Conciliation Commissioner

In his report the conciliation commissioner summed up the meeting as follows:

"After more than two hours of discussion it was quite apparent that there was no chance of arriving at any compromise between the parties. It may be said that the salaries paid by the Mundare School Board do not at all compare favorably with those paid by the Boards of similar Districts in the Province, these other Districts being less able to pay than Mundare, for it can be said that the Mundare School District is in splendid shape financially. However, the Trustees do not appear to have realized the advantages arising from having their teaching staff reasonably satisfied with the remuneration they are being given for their work.

The concessions that the Trustees were willing to make were so paltry that they did not even constitute a ground for further discussion. In view of this attitude on the part of the Trustees, the negotiations were, in my opinion, bound to break down and any further effort to prolong the hearing would only have meant a waste of time. This apparently was the view also of the representatives of the teachers. It is therefore with regret that I have to report the total failure of any conciliation efforts in this matter."

The next inevitable step then was to appeal for a Board of Arbitration. The School Board appointed Mr. W. A. Stewart, Chairman of the Mundare School Board, the A.T.A. appointed John W. Barnett, General Secretary of the Association, and since the representatives of the Board and Association could not agree upon the third party to act as Chairman, the Minister appointed Mr. R. J. Gaunt of the Department of Trade and Industry to act as Chairman of the Board. The majority findings of the

Board signed by R. J. Gaunt, Chairman and John W. Barnett, were as follows:

"The following schedule of salaries is accordingly recommended as a fair basis for Mundare:

Elementary Teachers: Minimum, \$950; annual increase, \$30.00; maximum, \$1,250.

Intermediate Teachers: Minimum, \$1,050; annual increase, \$30.00; maximum, \$1,350.

High School: Minimum, \$1,250; annual increase, \$30.00; maximum, \$1,600.

"This schedule to be effective from January, 1942. This schedule does not include the salaries for Principals, credit for past teaching experience, or additional salary for special qualifications.

"In the case of Mundare Teachers, I feel satisfied that they would be willing to discuss the last three mentioned points (salary for Principal, credit for past experience and special qualifications) and work an amiable settlement with the Board. I am also of the opinion that the salary of the Principal is a peculiarly local one at Mundare and that it should be treated accordingly."

Mr. Stewart, the representative of the School Board, presented a minority report which in substance was a statement of the position of the Board before the Conciliation Commissioner, providing a schedule to pay the teachers \$10.00 more than the following:

| Primary Rooms—Grades 1 to 6 Inclusive | |
|--|-----------|
| Basic salary | \$ 840.00 |
| \$5.00 per year for past experience | |
| for five years | 25.00 |
| | <hr/> |
| | \$865.00 |
| \$10.00 increment for three years commencing Sept. 1st, 1941. | |
| Intermediate Rooms—Grades 7, 8, and 9 | |
| Basic salary | \$ 875.00 |
| \$5.00 per year for past experience | |
| for five years | 25.00 |
| | <hr/> |
| | \$900.00 |
| \$15.00 per year increment for three years commencing Sept. 1st, 1941. | |
| \$275.00 per year for supervision of public school. | |

| | |
|---|-------------------|
| High School—Grades 10, 11 and 12 | |
| Basic salary | \$1,000.00 |
| \$5.00 per year for past experience for five years | 25.00 |
| | <u>\$1,025.00</u> |
| \$25.00 per year increment for three years commencing Sept. 1, 1941. | |
| \$100.00 for a University Degree and \$200.00 to the Principal for supervision." | |
| 1941 | 900.00 |

The Board held to their determination to raise the 'ante' for each teacher a paltry twenty cents per week, \$10.00 per year: that is to say, the Board held that the following weekly rates of wages were satisfactory:

"Principal of High School (2 rooms) (\$1,350)—\$25.89; High School Teacher (\$1,150)—\$22.01; Principal of Elem. and Int. School (6 rooms) (\$1,190)—\$22.82; Intermediate Teacher (\$915)—\$17.55; Elementary Teachers (four) (\$875)—\$16.78.

In response to the argument that Mundare was in excellent financial standing and during the past three years that its assets were increasing all the time enabling them to make capital expenditures of \$8,570 from current revenue, the School Board contended that the trustees could not conform to the suggestion that the financial standing of a school district should have anything to do with the setting of the wage schedule. A further contention was made, which being interpreted means that the School Board should bid in the open market for teachers, the lowest bidder receiving the appointment. This, of course, is entirely contrary to the provisions of The School Act whereby School Boards are required to prepare and adopt a schedule of salaries and pay each class of teacher in ac-

cordance therewith. The contention was also made from time to time by the School Board that they could get "all kinds of teachers only too ready to get into a town school and live at their home in Mundare at the salary rejected by the Mundare teachers."

DISPUTE NOW SETTLED

The school was closed on Friday, May 1st, by reason of the fact that the teachers declined to accept as satisfactory a resolution passed at an informal meeting of the Board held on the Thursday evening, adopting the majority recommendations of the Board of Arbitration. Previous to the resolution being passed, the representatives of the teachers were given to understand: (1) that their salary cheques would be delayed for the month of April; (2) that if higher salaries were to be paid the Board would feel itself free to dismiss any or all of the staff in June; and (3) that the recommendations of the Arbitration Board would be but temporary—until June.

The deadlock was broken when the members of the Board came to Edmonton and conferred with representatives of the Provincial Executive on Sunday, May 3rd. The Board unanimously adopted a resolution whereby they pledged themselves to carry out the recommendations of the Arbitration Board WITHOUT ANY STRINGS WHATSOEVER, and the teachers therefore returned to work on Monday, May 4th.

In the Official Bulletin of the Department in this issue there appears a statement with reference to grants-in-aid for students who are planning to continue their education either in a Normal School or at the University. We hope that teachers of Grade XII will call the attention of all students to this announcement. It is evident that the Dominion authorities are quite willing to co-operate with the provinces in their efforts to keep the schools manned with properly qualified teachers. It will be the pleasure of our Association to give the information contained in this Bulletin the widest publicity possible.

HOW'S A GIRL TO MANAGE?



Make sure the girls in *your* classroom know what to do—what not to do—on “difficult days” of the month . . . it's important to their health and peace-of-mind.

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I will do my best to keep our class free from colds by following these simple health rules:

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Remember, it's your outfit when it's wet and not your own skin that gets the brunt of chafing.
2. **Dress For Warmth**
It's not “fashion” to wear sweaters and coats that are ill-fitting—these often do more harm than good.
3. **Stay Out of Drafts**
Get plenty of fresh air, but do not sit in the draft and catch a cold. It's easy to catch, and sometimes helps avoid getting a bad cold.
4. **Eat Proper Food**
Fruit juices, hot animal broths, eggs, vegetables, milk, etc. are good for you. They give strength and energy—build up resistance to colds.
5. **Drink Plenty of Water**
Drink at least six glasses of water every day, especially if there are any signs of a cold.
6. **At the First Sign of a Cold**
Instead of using soap, rough handkerchiefs, always blow your nose with gentle Kleenex tissues. Sneezing into each Kleenex tissue only once then discard it, wipe and do throw it into danger of spreading your cold to others . . . and you may catch a sore, red nose.
7. **If Your Cold Gets Worse, See Your Doctor**
Care and common sense will help you avoid colds . . . but if you catch a cold and it gets worse . . . especially if there is the least sign of fever . . . get your doctor and do what he tells you to do.

Interesting Offer—Teachers Can Get This “Honor Roll Health Pledge” for Students FREE!

The makers of Kleenex know that teachers want to help check spread of colds in their classrooms. On request they will be pleased to send you an “Honour Roll Health Pledge” for each member of your class. These “Health Pledges” have been specially prepared to encourage children to practise daily health habits to decrease the spread of colds and improve attendance records. Fully approved by medical and educational authorities. Please state number desired. Address your request to “Kleenex Health Pledge”, Dept. X-100, 300 University Ave., Toronto, Ont.

THIS MEANS YOU!

Be It Resolved: That it shall be the duty of each member of the A.T.A. to acquaint himself or herself with the By-laws, Code of Etiquette, and all regulations passed at the A.G.M.

THE PRESIDENT'S ANNUAL REPORT

Delivered to the Annual General Meeting, 1942

Twenty-five years ago a small group of farsighted teachers met in Calgary and formally organized the Alberta Teachers' Alliance. To the younger members of our organization twenty-five years is a long time, but to those original or charter members I imagine that it has been a relatively short period. If it were possible to turn back the pages of time, year by year, and to sit in for a brief moment with the delegates at successive Annual General Meetings, I am certain that all of us would be astounded at the progress our Association has made. The unattainable has been realized. Visions have been given substance. The delegates of past Annual General Meetings have much of which to be proud—we honor them for their contributions. But this is no time to rest the oars; our labor lies ahead and our eyes must ever be fixed on distant headlands. There is danger that we become so engrossed in the daily tasks that we fail to see the greater goals. I have confidence that this season will deal with the immediate problems of our Association, but I also trust that we may have something of the vision that enables great objectives to be set.

The work of the Provincial Executive has been extremely heavy this year. Three regular and two special meetings were held. Besides attendance at these meetings, most of the Executive members have spent their evenings in committee meetings, their week-ends attending Local meetings aiding in salary negotiations, etc. To review even briefly the work covered by the Executive this year would take too much of your time, and therefore, I shall touch upon only a few of the major activities.

Salaries

You will find in your files a complete report of the Salary Committee. I feel that this is one of the major problems which must be faced by us at this meeting. The salary drive was fairly successful last year. Salaries of most of the teachers in the Divisions were raised; the same holds true for most of the towns and villages. But we are still far below where we should be. I do not know just where to place the responsibility for this situation. We do know that some of our members after being fully informed of the instructions of the last Annual General Meeting, are today facing disciplinary measures because they signed contracts for less than was thought justifiable last Easter. However, it is likely that no one factor can be held responsible. Perhaps we teachers have been willing to sell our services too cheaply, perhaps the public is not aware of the value of education, or perhaps our Association has not adopted an aggressive enough policy in this regard.

Those charged with the administration of education either do not see the developing crisis or have not the courage to face the issue squarely. Thus there are those school board members who still profess to believe that teachers are well paid. There are some officials who admit the facts but who feel they must continue to ride with the tide. Unless something is done forthwith, schools of this Province will close by the score. The only teachers left will be the aged and the timid of heart. As I see it we must face this issue immediately. We must make certain that our membership is aware of the value of education and we must do something to

shake the apathy that is so apparent in the general public. It has been suggested that our Committee on Community Service should be expanded and asked to lead in bringing this problem directly before the teachers, the parents and those entrusted with the administration of education in this Province.

Curriculum Revision

Shortly after Christmas the Local Executives were asked to set up committees to lead in a study of our present High School Curriculum, and to prepare to send delegates to this Annual General Meeting instructed as to what the opinion of the Local is in this regard. Last fall I told you that I felt it was time that this Association made up its mind one way or the other as far as Progressive Education is concerned. I do know that some of our members are satisfied that we are on the wrong track and that others are equally satisfied that the basic philosophy behind our present course of studies is sound and that we as an Association should do all we can to assist in the further implementation of the spirit found in the present course. This Annual General Meeting is the body which lays down Association policy. I trust that you will give this question your serious thought.

Finances

The Finance Committee of the Executive has been very active this year. A full accounting of this year's expenditures will be given in the Finance Committee sessions. I also believe that certain recommendations will be laid before you for your consideration. Most of you are undoubtedly aware that the demands for services from the Head Office and the Executive are ever increasing. Last year we had an apparent shortage of nearly a hundred dollars; this year the financial statement will show but a slightly improved picture. Either your demands on the central office

must be curtailed or we must find some other source of revenue. I feel that it would be a grave mistake at this critical time to force any Executive into the position of having to refuse legitimate requests for help because available funds were running low.

Brief to University Survey Committee

Messrs. Shaul and Daniels prepared and presented a brief to the University Survey Committee. The brief urged primarily the institution of a full-fledged Faculty of Education. Whether our Committee finally convinced the Committee of the necessity of this move or merely helped in doing so matters little. The important thing is that legislative enactment has formally brought this long needed Faculty into being. I feel that we can look forward to a much closer relationship between the University and our Association now that education has been recognized to be equal in importance with law and medicine.

Life Membership

At the Christmas Executive meeting the following resolution was passed:

"Resolved: That until the year 1945 we continue the practice of granting Life Membership to those members who gave long and faithful support to the Alberta Teachers' Association prior to 1935, and that Life Membership shall be given in addition to those who since 1935

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or before that time gave outstanding contributions to the work of the local organization of which they were members, and that after 1945 Life Membership be given only on the basis of meritorious service to the organization, not on the basis of continuity of membership."

During the past year the following teachers became eligible for Life Membership:

Miss Lavinia Maud Bell,
Miss Lilian Berry,
Miss Christina Katherine Blain,
Mr. George A. Clayton,
Mr. William Stuart Fleming,
Mrs. Winnifred Constance Parkhill,
Mrs. Margaret J. McLeod,
Miss Mary Elizabeth Perry,
Mr. Alfred Waite,
Mr. John William Whiddon,
Miss Maude Olive Streight,
Mr. Charles Harmon King,
Mr. Tom Farnsworth Beresford,
Mr. Dan Gordon Badcock,
Miss Edith Patterson,
Miss Carrie L. Trenholme.

Certificates will be presented to the above-named. On your behalf I wish formally to extend sincere thanks for their services to education and for their loyalty to the Association.

Department of Education

I am pleased to report that we have at all times found the Department of Education willing to co-operate with us. We met representatives of the Department on several occasions, and while we did not always come away with all that we asked for, we were always satisfied that we had been treated with the utmost consideration and courtesy. During July and August the officials of the Department were subjected to pressure to let the bars down and permit unqualified persons to teach. They withstood this pressure, and only after consultation with our representative did they agree to the plan whereby Normal School students have been permitted to teach.

Staff Pensions

From time to time Annual General Meetings have instructed incoming Executives to set up a staff pension scheme. Early this year a committee of the Executive took this matter up with the staff. The girls on the staff preferred not to enter into any pension scheme. The Executive did, however, draft a retirement plan for the General Secretary. We realize that what we have provided is not in any way fitting recognition for the services of the one person who has done

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more than any one else to build our Association. However, we did not see any possible way whereby we could increase the size of the retirement allowance. A complete draft of the agreement will be presented to you for your information and ratification.

Magazine

A committee of the Executive was set up to inquire into the content of the Magazine. This committee presented an interim report at Christmas, and was instructed to continue with its inquiry and to bring in a further report at a later meeting. The whole question of the policy to be followed by the Magazine and its general purpose will be reviewed by a committee of this gathering.

Relations With the Staff

The General Secretary and his staff at all times co-operated heartily with the Executive. We were unfortunate in losing the services of two very valuable members of the staff during the mid-summer. Miss Hill, the librarian and Miss Watson, the chief stenographer, have turned to other lines of work. However, Mr. Barnett was able to secure the services of Miss Ross and Miss Stanley, both of whom quickly filled the gaps left by Miss Hill and Miss Watson.

Previously in this report I referred to the ever increasing demands being made upon our Head Office for service. I am satisfied that this demand is justified but I would like to point out that at the present time every member of the staff, Mr. Barnett included, is over-worked. I feel that we have reached the time when we must consider very seriously the expansion and reorganization of the duties of the permanent staff.

Appreciation

Before closing this report I would like to thank the teachers of this Province for the confidence they placed in me by electing me their President. I have enjoyed my term of office and have tried faithfully to safeguard and promote the interests of all teachers in the Province. I have been able to do this only because I had the complete and unfaltering support of every member of the Executive. To them I say, Thank you! The Executive, in turn, has been privileged with the support of the Locals and membership at large. It is only by this spirit of co-operation and appreciation of the other person's viewpoint that we can hope to retain what we now have and ever strive for improvement.

Individuals and organizations are constantly readjusting their way of life to enable a more effective prosecution of the war. Many adjustments have been made in education in this Province; others will yet have to be made. As an organization, we must be prepared to offer our best to ensure final victory. However, we must now start planning the solution of the tremendous problems which will face us after the war.

In closing, I refer you to a short excerpt from the "Proposal to Men of Goodwill for Educational Reconstruction":

"Reconstruction through education includes a myriad of small and seemingly unimportant acts. But these will not be rightly done, and will therefore fail, unless every doer, however modest his work may be, draws his strength from the whole."

Respectfully submitted,
JAMES A. SMITH.

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JAMES A. SMITH
President



T. D. BAKER
Vice-President

LIST OF EXECUTIVE COMMITTEES AND CHAIRMEN

| | |
|---|---|
| Community Service | R. E. Shaul |
| Curriculum Revision | T. C. Byrne* |
| Discipline Committee | Members: T. D. Baker, R. E. Shaul, S. White, H. C. Melsness, Dr C. Sansom* |
| Fall Conventions | L. R. McLeay |
| Finance | S. White |
| Hospitalization and Insurance | H. C. Melsness |
| Library | Dr. K. F. Argue* |
| Publicity | R. E. Shaul |
| Rehabilitation | Miss A. M. Johnston |
| Rentals (Teacherages) | L. L. Kostash |
| Resolutions | L. A. Daniels |
| Salary | T. D. Baker |
| Teacher Enlightenment (Professionalism) | R. A. Morton* |
| Trust Fund | J. A. Smith |

A.T.A. REPRESENTATIVES ON DEPARTMENTAL, UNIVERSITY AND OTHER COMMITTEES, BOARDS, ETC.

| | |
|---|---------------------------------------|
| High School and University Matriculation Examinations Board | L. A. Broughton* |
| Sub-committee on Examinations | T. C. Byrne* |
| High School Entrance Examination Board | E. C. Britton* |
| Certification Committee | R. E. Shaul and J. W. Barnett |
| Teaching Profession Appeal Board | A. J. H. Powell* |
| Faculty Council, Faculty of Education | R. E. Shaul |
| Board of Administrators, Teachers' Retirement Fund | C. O. Hicks* and A. E. Rosborough* |
| Executive, Alberta Committee on Nutrition | Miss A. M. Johnston |

*Not members of Provincial Executive.

Report of the General Secretary-Treasurer

For the Association Year 1941-42

The past year has been one of reinforcement and consolidation. There has been a great deal of Executive work to be done and the requests have been many from the Locals of the Province, particularly in the Northern and Central areas, for personal contact between the members of the Executive and the Locals, generally, with a view to receiving assistance and advice in salary negotiation problems. It would not be out of place to say that necessity compelled a great proportion of the energy of the office and members of the Executive to be devoted to the matter of salary negotiations, and this work is reflected in the financial statement.

The Association has carried on during the year a campaign of educational propaganda and publicity striving by every means in its power to convince the public that efficient administration and improvement of the teacher's economic position is inseparably connected with unequivocal recognition and adequate remuneration. We fondly hoped that we had succeeded and the upward trend in salaries of teachers throughout the Province, particularly in the Divisions and in the towns, villages and consolidated schools, gave us hope to believe that the teaching profession might be coming into its own—that we might fulfil our mission of raising the status of the teaching profession and of benefitting the cause of education with a minimum of objection developing against us. Our smug complacency has received somewhat of a jolt inasmuch as in too many cases, before any upward revision of salaries could be secured, there was endless negotiation, delay and, in a few cases, bitterness. Many of the publicly elected authorities still seem

inclined to resent the tendency of the teaching profession to rouse from its lethargy and act as one; some school trustees seem unable to realize that the teachers have been born again, and that the obsequious underling and apologetic individual bargainer must needs become a thing of the past: in other words this monstrosity—a solid teachers' organization, pledged to collective bargaining—must be scotched, discredited and balked.

The Salary Committee is dealing in detail with the salary situation as it exists and is developing throughout the Province. It is unquestioned that much progress has been made, much promise of continued progress in the immediate future is given. This year's effort has been well worth while from every standpoint. However, much remains to be done to convince public and governments, Dominion and Provincial, that education is taking a back seat in the public service car. The *Winnipeg Free Press* in a recent editorial gives point to the contention:

Education Neglected

"Current annual expenditure of all governments in Canada increased from \$886,000,000 to \$1,256,000,000 or 46.3 per cent, in the ten years ending 1940, and there were substantial increases in most departments of government, but there was an actual decrease of \$3,400,000 in the annual expenditure on education, according to a bulletin of the Citizens' Research Institute. It needs some explaining why the money voted for education in all the provinces declined from \$146,800,000 to \$143,400,000.

"The decade included the depression years and economy was needed,

of course, but there was an increase of \$3,700,000 or 21 per cent, spent on agriculture; an increase of \$7,000,000, or 39 per cent, spent on development of natural resources; an increase from \$61,000,000 to \$118,000,000 on public welfare (not including capitalized relief money); and an increase from \$7,095,000 to \$8,095,000, or 14 per cent, on recreation. Then why the decrease of 2.3 per cent on education?

"It looks as if there were undue zeal for economy in this exceedingly important department of government. What happened, no doubt, was a general tightening up of expenditure on urban schools, a reduction in rural teachers' salaries—a severe reduction in many parts of the West—and a denial to some of the universities of the support which they badly needed.

"After the war and when the adjustment of relations between the Provinces and the Dominion is completed, one of the things which every province should be able to do is to maintain its whole educational programme in a reasonably adequate manner."

As far as education is concerned in Alberta it is not receiving its adequate quota from public funds. True, the Government has steadily increased grants and provided in the last budget for over \$200,000 above last year's grants which some of the school boards have passed along to the teachers. But are the local authorities pulling their weight? In a recent editorial the *Edmonton Journal* states the following:

Prosperous Municipalities

"Reports of annual meetings of rural and urban municipal councils, which have been appearing in The Journal for some weeks now, have made most cheerful reading. With almost uninterrupted regularity they have told of better than 100 per cent collections of current tax levies, due to heavy payments of tax arrears,

cash balances in the bank, surplus funds invested in Victory Loan bonds as post-war reserves, and considerable improvements carried out during 1941, all paid for out of current revenues. Rural churches, telephone companies and municipal hospitals report a good year also.

"In spite of war conditions, Alberta is prosperous. Municipal accounts are a reliable index. The farmer is not faring too badly, judging by the way in which tax arrears are being paid up in rural areas. Commercial debts are being reduced, too, and the way in which Victory Loan quotas have been exceeded in many districts is further proof that Albertans have fared better recently and that they are eager to put much of their savings into an investment that will help win the war.

"Space forbids mention of all the municipalities, although the temptation to do so is strong. However, although those that are selected may have attracted attention by reason of some special feature, they are fairly representative of all municipalities in northern, central and southern Alberta."

The editorial then goes on to refer to the very satisfactory state of many individual municipalities, showing that tax collections are over one hundred per cent of the levy, with fine cash balances able to be put into Victory bonds as post-war reserves. Reference is also made to towns and villages whose economic well-being is usually so dependent on conditions in the farm areas around them, reporting the same story of taxes collected and debts paid off. One town is reported as having had sufficient surplus last year to cover this year's levy so it will have a tax-free year. The same story is true everywhere. Many towns have cleared off their entire debenture debt. So it is no exaggeration to state that although salaries have increased in many of these towns, the

happy financial position of municipalities is not reflected in comparative increases in teachers' salaries.

However we may look upon the general activities of the Association, it is very evident that continued progress is being made. There is a fear, however, that the shortage of teachers will become more and more acute, and the demands of the military situation on the male teachers at least do not give much hope of better things in the future. Unless the economic conditions improve one significant leak will not be stopped: that of teachers leaving, not to join the military forces or to go overseas, but to take up more remunerative positions aside from teaching. There is a serious danger that the teaching staff may so change within the next year or two that the personnel may largely be composed of people of inferior qualifications who have been out of the profession for a long time and, in the case of male teachers as well as females they will generally be middle-aged. It is a serious danger and your representatives on the Certification Committee have done all possible to resist the issuance of permits in this Province. Up to the present time a measure of success has attended their efforts.

Of course nothing could possibly prevent the teaching profession from being seriously handicapped at this time by the response to the call of King and Country on the part of many of our best. At the risk of needless repetition, we can but come to the obvious conclusion that low economic status is a prime factor in driving teachers out of the profession; both men and women are leaving teaching to enter business or other vocations considerably to their financial advantage. This unnecessary drain on teacher personnel results largely from the fact that not one school board in the Province has yet raised the salary schedule sufficiently to guar-

antee the teachers payment according to a schedule which gives the teacher as much purchasing power as existed on the lower rate paid in 1939.

Faculty of Education

Success has crowned the efforts of the Alberta Teachers' Association after years of advocacy and waiting for the University of Alberta to recognize teaching as a fully-fledged profession—to raise Education to Faculty status—and the outlook is now bright. Resolution succeeded resolution year by year at the Annual General Meeting urging that steps be taken to provide that a Faculty of Education be established, and the Executive of the Association amongst other recommendations made to the University Survey Committee stressed the desire of the teachers in that regard; also that the entrance requirements to the Faculty be the same as for Normal School entrance. The Committee in its interim report to the Lieutenant Governor-in-Council followed these recommendations of the Association.

As a result the College of Education of the University of Alberta is being changed to a Faculty of Education with its matriculation and undergraduate courses different from those of other faculties. The following features of the reorganization are of particular interest to those who are training high school students for the teaching profession or to those who are themselves registered in either undergraduate or graduate courses at the University.

Matriculation

Students may register in the Faculty of Education as soon as they graduate from Grade XII. Matriculation requirements for entrance to the Faculty are: first, normal school entrance credits; and second, supplementary credits in either mathematics and science, or, modern languages, or commercial options, or options in household economics. The

effect of the new matriculation into the Faculty of Education is that the Grade XII student interested in teaching mathematics and science is not required to obtain Grade XII credits in languages, while the student interested in languages may be excused from all Grade XII mathematics and science. Graduates of the high school with credit in the commercial options may register in the Faculty without stopping to obtain credit in mathematics, science and foreign languages of Grade XII.

Undergraduate Programmes

Students entering the Faculty of Education from Grade XII may elect either of two programmes. There is a two-year programme leading to a junior diploma and a Junior Certificate for the High School, valid in Grades VII to XI; there is a three-year undergraduate programme leading to a B.Educ. degree and an Interim High School Certificate, valid in Grades VII to XII inclusive. In these courses students register in different subjects according to their matriculation offerings.

Normal school graduates may complete requirements for the junior diploma in one academic session and one summer session. They are likewise given advance credit for one-half year on the B.Educ. programme, thus being able to complete the requirements thereof in two years and one summer session or in one academic session and three summer sessions.

There are combined courses with four-year programmes leading to the degrees B.A., B.Educ.; B.Sc., B.Educ.; B.Com., B.Educ. Other combined courses leading to B.Sc. in H.Ec., B.Educ., and B.Sc. in Agric., B.Educ., will be arranged later.

Graduate Programmes

The M.Educ. degree courses follow in direct sequence after the B.Educ. degree. Graduates in Education may proceed either to the B.A. or the M.Educ. degree.

The standard of the M.Educ. degree is the same as heretofore with respect to education and allied subjects but the B.A. degree is no longer a prerequisite. The relation of the M.Educ. degree to the B.Educ. degree is exactly the same as that of the M.A. to the B.A.

Summer Session Courses

One effect of the new regulations is that teachers taking summer school courses will find more B.Educ. than B.A. or B.Sc. offerings available because Arts, Science and Education courses all give credit towards the B.Educ. degree.

Heretofore when courses such as those offered in the summer sessions of 1939 and 1940 in the psychology and supervision of reading and arithmetic were given, they could not be credited towards a graduate degree. In future all courses offered by the Faculty of Education in their summer session programmes will carry graduate credit towards the M.Educ. degree provided the student's entire programme has been designed in consultation with the staff of the Faculty of Education.

It is hoped and expected that the request of the Association will also be accorded, that the Alberta Teachers' Association will be accorded representation on the Liaison Committee of the Faculty of Education, which now consists of representatives of the University and the Department of Education.

Organization

The total number of Locals in existence now numbers 63.

The total number of Sub-locals is 235.

The Cypress and Tilley East Locals have been amalgamated under the name of Cypress-Tilley East. With the establishment of the Strawberry Division the Pioneer Local changed its name to Strawberry Local in December.

The following Sub-locals were issued certificates during the year:

| Sub-local | Affiliated With |
|------------------------------------|-------------------|
| New Sarepta | Clover Bar |
| Morinville | Sturgeon |
| Sangudo-Rochfort | Lac Ste. Anne |
| Cherhill | Lac Ste. Anne |
| Greencourt | Lac Ste. Anne |
| LaCorey | Bonnyville |
| Alix-Mirror | Stettler |
| Great Bend-Delbourne-Lousana | Stettler |
| Duchess | E.I.D. |
| Tilley | E.I.D. |
| Chinook Valley | Spirit River |
| Rocky Rapids | Stony Plain |
| Cypress-Tilley East | Cypress-Tilley E. |
| Hilda-Schuler | Cypress-Tilley E. |
| Buck Lake | Strawberry |

All the Locals are Divisional Locals except: Edmonton Public, Edmonton Separate, Calgary Public, Calgary Separate, Lethbridge, Medicine Hat, Coal Branch, Mount Rundle (Banff), Crow's Nest Pass, Calgary Normal, Edmonton Normal, College of Education, Correspondence Branch (Dept. of Education).

The whole Province is now organized into School Divisions, except for: a few outlying schools along the E.D. & B.C. Line north of Athabasca along the shores of Lesser Slave Lake; settlements along the N.A.R. and north, a few areas north of the Grande Prairie Division; schools in the Canadian National park areas and the Coal Branch (west and southwest of Edson Division); and settlements west of the Rocky Mountain Division to Nordegg. The problem of organizing Locals has now been solved. Every Division must now have a Local to negotiate salaries with the school board. There seems, however, to be need for concentrating on the machinery for taking care of negotiations between the staffs of town, village and consolidated schools and their respective school boards located in Divisions. It is suggested that it would relieve the teaching staffs of many such school boards of awkward personal situations, if the salary negotiating committee of the Divisional Local more generally assumed responsibility for negotiating with school boards other than that of the School Division.

Salary Schedule Defined

One significant amendment to The School Act was passed during the last session of the Legislature—that of defining a "schedule of salaries" for teachers. Considerable trouble has been encountered by teachers with many of the school boards as to what constitutes a schedule of salaries for teachers. Some boards had the idea that their statutory duty had been performed to "prepare and adopt a schedule of salaries" after they had fixed the remuneration for a year for each member of their staff, providing no annual increment or allowance for past experience or special qualifications whatsoever. Obviously this was not conforming to the spirit of last year's amendment to The School Act which required that a school board

"prepare and adopt a salary schedule applicable to all classes of teachers employed in the school or schools of the district."

So it became necessary for a definition of a salary schedule to be placed in The School Act, thus leaving no question in the minds of boards or teachers as to what constitutes a salary schedule. The amendment reads as follows:

"2. (ii) 'Salary schedule' means a statement setting out with respect to each class of teacher,—

(1) Minimum salary; and

(11) The annual increments which may be limited by a maximum salary; and

(111) The period of time for which the schedule is operative; and it may also provide for increments for principals and other teachers vested with special supervisory duties, and for increments for teachers with special qualifications and previous experience;"

From the foregoing it is no longer questionable, surely, that a school board, once having adopted a schedule of salaries, is required to pay the

teachers in accordance therewith, and that a board refusing to pay its staff in accordance with the terms of the salary schedule is not acting lawfully, particularly when it suspends the operation of the schedule and in lieu of the annual increments provided in the schedule substitutes therefor a cost of living bonus. A cost of living bonus must surely be accepted as an ADDITION to wages or salary over and above the amount which would be paid by the employer to the employee under ordinary circumstances. Ordinary circumstances are taken to mean payment according to the schedule without any suspension in part or whole.

It is submitted that increments are contractual and are integral parts of the salary schedule; in other words, that annual increments are effective when the designated year of service has been attained, that having been the contract with teacher groups. The annual increment is intrinsically part of the salary vested contractually and becoming operative in the various times and spaces of the salary schedule. This point should be made very clear in any proposed working out of a cost of living bonus for teachers. Putting it another way, no cost of living bonus should be effected whereby there would be any suspension of the normal operation of a schedule; the cost of living bonus should be paid over and above the amount which the teacher would be entitled to receive under the normal operation of the salary schedule.

It is suggested that this is a very fundamental matter and the action of any group of teachers in agreeing to an arrangement with a school board to suspend the normal operation of the schedule when the cost of living bonus is offered may possibly adversely affect other groups of teachers throughout the Province; besides, the question presents itself whether or not the teachers at the

same time may not be colluding with the school board in acting in a manner inconsistent with The School Act.

We understand that the freezing of the wages of those coming under the Dominion Government orders in council regarding cost of living bonus does not mean that, where the employees are on a schedule, the schedule is suspended, nor that an employee on a certain rung of a salary ladder cannot advance step by step to the top.

It is suggested that this vital matter be carefully considered by the Association with a view to taking such action as will make effective the provisions of The School Act regarding operation of a salary schedule, and at the same time place a curb on any growing tendency of school boards to defeat the spirit of the cost of living bonus regulations of the Dominion Government.

There is a general tendency on the part of school boards throughout the Province to revise the schedule of salaries upwards, and there is also another marked tendency to require the teacher to pay more for board and room. There can be little objection raised to the latter, since the landlady must needs pay more for the commodities consumed by the teacher boarder. However, it is submitted that there has been no corresponding raise in the remuneration of teachers commensurate with the rising cost of living. There is a tendency to forget that, although a salary schedule may be revised upwards, as far as the actual number of dollars now being received by the teachers is concerned, the bald fact remains that the teacher's salary buys much less than in 1939. Taking the last cost of living index figure as 115.7, a teacher receiving, say, \$840 in 1939 would require a salary of \$972 to "break even", yes even without taking into consideration the increased burden of taxation at the present time. How many salary schedules have been

raised to 116 per cent even in cases where the school board has granted a cost of living bonus? We are not aware of ONE. Some of the most prolonged and bitter battles during the past year have been fought over restoration of cuts as low as 4 per cent.

Industrial Conciliation and Arbitration Act

At the date of writing three cases have been referred for conciliation. In two cases the Conciliation Commissioner was able to bring the parties together and effect a settlement. In the third case, that of the staff of the Mundare School District, the matter has gone to arbitration and the final result is not yet known.

Teacherages

It is very evident that there still exists a certain amount of abuse in regard to rentals for teacherages. The School Act provides as follows:

120 (1) The Board of every school district shall at its discretion have power,—

(1) if deemed advisable to purchase or rent sites or premises for a house for the teacher, and to build, repair and keep in order such house and to rent the same or any such house now in existence to the teacher upon such terms as may be approved by the Minister.

Some checking up must certainly be done in cases where it is obvious that the school board has gone ahead, charging rent for teacherages without the approval of the Minister being previously received as the Act requires. In one case the Divisional board raised the rents of the teacherages just sufficiently to take care of the annual increment due to the members of the staff. It may be that this was just a coincidence, but in any case teachers and Locals should be wide awake on this matter, and where there is suspicion of abuse in this regard it should be reported for in-

quiry to Head Office.

A charge of rent for teacherages was very seldom made previous to the depression. However, some boards conceived the idea which soon became epidemic, that they could defeat the purpose and intention of minimum wage requirements by placing the salary at \$840 in the teacher's contract and in addition charge an exorbitant rental (up to as much as \$30 per month) for the use of a one-room shack. This led to protest from the Association and the amendment to The School Act was passed providing that

Any agreement, arrangement or device which has the effect of reducing the salary of a teacher to an amount less than the minimum salary as fixed by this section or authorized by the Minister shall be null and void. (Section 161 (5)).

It has been urged that there should be no charge whatsoever under ordinary circumstances for the use of teacherages, and we question if it was ever the intention of the Department that rent should be charged when grants were made for the building of teacherages. Surely the additional service resulting from the teacher being on the campus of the school day and night is an advantage to the board and a supervision and protection of school property at all times is worth more than the rent. As the case is working out, however, school boards are actually charging rent on the whole assessed value of teacherages, the cost of the construction of which largely came from Government funds.

Discipline Committee

Three hearings of the Discipline Committee were held during the past Association year and in all ten cases were dealt with.

Salaries of Office Staff

During the past year the Executive approved a salary schedule for the

members of the staff and also granted a cost of living bonus of \$6.00 per month from and after the first of December, 1941.

Library

The work of the library is still expanding itself and more and more teachers are availing themselves of the library facilities. The following is a statistical report of the operation of the Library for the past year:

Number of books in Library, 627.

Number of books added to Library from March, 1941, to March, 1942, 154.

Number of reserves on books, 302.

Number of books sent out from March, 1941, to March, 1942, 1,244.

Local New Bulletins

The number of bulletins being printed and distributed by Local Associations is rapidly on the increase.

General

The Teaching Profession Act has been in force for six years and its worth and effectiveness for the good of all—teachers, trustees and children—is now generally recognized and taken for granted. Previously much of the effort and expenditure of the teachers of Alberta was not altogether effective by reason of the impossibility of bringing about complete unity of action, and of lacking touch and control of all members of the profession. It must be admitted much was done in the way of

"Dropping buckets into empty wells
And growing old in drawing nothing up."

The situation has now changed altogether. Time and effort are no longer abortive. We have the machinery for making progress more rapid and effective. With 100 per cent membership, with disciplinary power over the members the burden is on us to guarantee to school boards, public and pupils a high standard of efficient service of our members and proper professional conduct and attitude. Teachers now have a well func-

tioning Board of Reference to put a brake on irresponsible or unjust dismissals. The statutes have been clarified so that the following are established facts:

- (a) Teachers have the right to bargain collectively.
- (b) Teachers are now within the orbit of The Industrial Conciliation and Arbitration Act, and have the same right as industrial employees to appeal in case of disputes with their employing school boards.
- (c) School boards are required to put into effect salary schedules and pay in accordance therewith. A definition of what constitutes a salary schedule is now embodied in The School Act.
- (d) Representation is being granted to the Alberta Teachers' Association on the University Senate, on the Council of the Faculty of Education.
- (e) Representation is accorded on all Departmental Committees dealing with teachers, examinations and curricula.

It is evident, however, that with the present powers at our disposal more and more will be expected of teachers individually and collectively. The time has passed when teachers must see to it that they rely upon themselves and themselves largely alone to safeguard their economic requirements and professional stability. All in all therefore it behooves the Alberta Teachers' Association to walk sturdily and steadily, but none the less cautiously to preserve and reinforce what has already been accomplished.

"Not content that former worth
stand fast
Look forward, preserving to the
last,
From well to better, daily self-
surpassed."

Respectfully submitted,

JOHN W. BARNETT.

BOOK REVIEWS

Elementary Practical Physics by Newton Henry Black and Harvey Nathaniel Davis. The Macmillan Co. of Canada Ltd., Toronto, 1941. \$1.65.

Reviewed By
J. F. BADNER, M.Sc.

THIS 700-page book covers Mechanics, Heat, Magnetism and Electricity, Sound, Light, and Modern Physics. It is an elementary physics text brought up to date and written in a style that should readily appeal to high school students. The book is amply and well illustrated, not only from the academic standpoint but also from the social and industrial point of view. The diagrams are well labeled and the subject matter is systematically developed, the easier topics such as Mechanics and Heat forming the first part of the course.

The principles of physics are stated in simple language and illustrated with familiar phenomena. Such illustrations should arouse the interest of high school science students.

The main points are well summarized at the end of each unit of study. Basic questions are separated from a wealth of more difficult questions, while each unit contains additional supplementary questions. The appendix contains essential tables and a mathematical review indispensable in any physics course.

Errors are not apparent, excepting the occasional slip like the inverted map on page 333.

I believe this book would make an excellent addition to the reference shelves of our high schools. In general tone it appears to be superior to that of our present text book.

The New Prometheus: by Lyman Bryson. The Macmillan Company, New York. 107 pages.

Reviewed By
S. H. CROWTHER, Strathmore

THIS is a very timely little book. It is the thirteenth volume in the Kappa Delta Pi lecture series. The problem dealt with is that of teaching man in the mass to think straight, to think objectively, to adopt the scientific viewpoint. This is the oldest, most hopeless and yet most glorious of tasks. The author maintains that we—the teachers—have never succeeded in this task, if indeed we have ever made an honest effort to do so. The regrettable fact is that though mankind uses all kinds of labor-saving devices and takes advantage of the means of communication and transportation that have annihilated space and time, yet man in the mass lives mentally in a pre-scientific age.

The obstacles to this task of teaching man to think objectively lie then ahead: "there is complacency in our leaders, obstinacy in the learned, the opposition of the pseudo-scientists and of modern authoritarians." Yet the need to overcome these obstacles in this present crisis—as great as any that has faced mankind—is imperative if civilization is to be saved. Nothing short of objectivity will give us a just peace and a better world after this war.

But Lyman Bryson not only states the problem, he gives some very practical suggestions which educators would do well to become acquainted with. Every teacher should "read, mark, and inwardly digest" *The New Prometheus*.

DO NOT BURN OR DESTROY THIS PUBLICATION. SELL IT OR GIVE IT TO A SALVAGE ORGANIZATION. IT IS NEEDED FOR VICTORY.
(Published by request of Wartime Prices and Trade Board)

REPORT OF THE COMMITTEE ON COMMUNITY SERVICE

The Annual General Meeting held in Calgary during Easter Week proposed the following recommendations dealing with Community Service to the Provincial Executive:

1. Objectives

- a. To foster adult study groups.
- b. To co-ordinate education with the life of the community.
- c. To endorse active participation by the teachers in the life of the community.
- d. Through education to bring about a realization of the objectives, the possibilities and the responsibilities of the democratic organization of society.

2. Procedures

- a. That the Provincial Executive encourage the active participation of teachers in the life of the community.
- b. That the Association use its facilities to give full publicity and support to the Study Group Program of the Department of Extension of the University of Alberta.
- c. That the Provincial Executive set up a committee whose duty it shall be to foster the work of community service by:
 1. Providing material.
 2. Keeping in close contact with local groups.
 3. Working in co-operation with other organizations or agencies having similar objectives.
 4. Surveying the whole problem and further reporting to the next Annual General Meeting.

SUGGESTED FORMS OF ACTIVITY

A. In Rural and Urban Communities

1. Formation of Home and School Associations.

2. Invitation of parents to culminations.

3. Invitation of parents to Sub-Local meetings dealing with community and educational problems.

4. Popularize education by inviting parents to attend meetings addressed by guest speakers such as—doctors, nurses, farmers, etc.

B. In Rural and Small Town Communities

1. Publishing of a school paper. In one room schools the school paper should become the local paper.

2. Invitation of parents and public to participate in High School open forums dealing with community problems.

3. Lending assistance to Health Units by providing facilities where lectures and practical demonstrations may be given.

4. Formation of Community Clubs whose membership comprises High School students and adults.

5. Using the Junior Red Cross as a nucleus around which a community project may be centred.

C. In Urban Communities

1. School-Home letter in which Superintendents and Principals keep the homes informed regarding such matters as curricula, finance, plant, equipment, etc.

2. Urge teachers to join Service Clubs and suggest that such organizations form Education Committees.

3. Formation of Radio Committees within Locals to undertake the sponsorship of radio programs that will have educational value.

RAYMOND E. SHAUL, Chairman,
Committee on Community Service.

HOW TO MAKE AN "ALL CLEAR" APPLICATION FOR A NEW POSITION

(1) Merely to apply for salary "according to schedule" may lead to difficulty unless the teacher is sure the schedule of the school board has recently been agreed to by the A.T.A. Local.

Application made to a school board during a period of negotiation or dispute over salaries is inimical to the interests of the local teachers, to say the least. It is now considered an unprofessional act to apply for a school position unless the "All clear" has been sounded.

(2) Teachers are advised to write, wire or telephone the Head Office of the A.T.A. or an officer of the Local for information regarding the salary position of the teachers serving under the particular school board. In case negotiations are not ended and collective agreement signed, every teacher applying is obligated to offer his or her services at the respective salary bracket provided in the proposed schedule of the local negotiating committee.

Assist the A.T.A. to help everybody, not excluding yourself.

Confidence in the "other fellow" to play fair to you begets his confidence towards you.

It has been said that *Heaven helps those who help themselves*. Help yourself by not letting down your fellow teacher.

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

DATE.....

HOME ADDRESS

ADDRESS during teaching year 1941-42.....

School District No.....

Are you resigning your present position in June 1942?.....

Do you intend to teach in 1942-43?.....
(If possible, state where)

NEW ADDRESS (Teaching Year 1942-43).....

School District No.....

Salary.....Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

SALARIES for 1942

Everybody Please Read Carefully

AND KEEP FOR FUTURE REFERENCE

This Means You!

The Annual General Meeting asked that all resolutions re salaries, etc. be published to Locals and members by the end of April.——

HERE WE ARE:

FOR MEMBERS INDIVIDUALLY

Be It Resolved: That it shall be the duty of each member of the A.T.A. to acquaint himself or herself with the By-laws, Code of Etiquette, and all regulations passed at the A.G.M.

Members often explain breaches of professional requirements by tendering the alibi, "I did not know what is required of me." There is a well-known dictum: "Ignorance of the law is no excuse."

Be It Resolved: That it be considered an unprofessional act for any teacher to make application for, or to accept a position for less than the salary stipulated for that position by the negotiating committee of the district concerned.

Information in the A.T.A. office regarding schedules is available to members. Assist yourself and others by securing information from the office when making application for a new position.

Whereas teachers who violated the professional code by applying for and accepting positions in towns, villages and consolidated schools last fall had no disciplinary action taken against them,

Be It Resolved: That the cases of those who violated this code be referred by the Provincial Executive to the Discipline Committee of the A.T.A.

Whereas some teachers did not return FAILURE the information relating to salaries when INFORMED asked to do so by the Provincial Executive;

Be It Resolved: That the failure to supply such information be deemed a breach of professional conduct; and

Be It Further Resolved: That we instruct the Provincial Executive to institute disciplinary action, immediately following all such breaches of professional conduct by all those who may in future fail to send in required information.

Whereas some teachers still persist in underbidding for jobs; and
UNDER-BIDDING Whereas the Provincial Executive has taken some action to correct the evil;

Be It Resolved: That this A.G.M. go on record as favoring such action and as urging further and more vigorous action.

Be It Resolved: That this Annual General Meeting adopt a minimum salary of \$1,000.

The campaign to increase salaries and curb the declining economic status of teachers rests for its success on YOUR shoulders individually as much as on "the other fellow's."

Be It Resolved: That this Annual General Meeting instruct the Provincial Executive to urge the Minister of Education not to grant permission to pay any salary lower than the statutory minimum.

Be It Resolved: That this Annual General Meeting give full assurance to Normal School graduates that they will not be asked to act in any way differently from the entire body of teachers now in service.

LOCALS AND NEGOTIATING COMMITTEES—Please Note

Be It Resolved: That before April 30, 1942, the Provincial Executive inform all Locals of all resolutions on salary and cost of living bonuses passed at this Annual General Meeting and binding our membership.

The above resolution is implemented by the publication of these resolutions together with the comments in explanation thereof.

Be It Resolved: That a standard form of schedule be drafted STANDARD for the guidance of all FORM OF salary negotiating committees.

The following is the proposed schedule under consideration for adoption by the Executive:

PROPOSED A.T.A. SALARY SCHEDULE

This schedule is expected to serve as a basis of negotiations between teachers and school boards EXCEPT IN THE CASE OF THE RESPECTIVE MINIMA.

ELEMENTARY:

(Grades I to VI, including rural school teachers up to Grade VIII) minimum, \$1,000.

INTERMEDIATE:

(Grades VII-IX, including rural school teachers up to Grade IX or X) minimum \$1,100.

HIGH:

(Grades X-XII) minimum \$1,300.

Increments

Annual, for Experience:

- (a) In service of present board—5% of minimum (per year for 10 years)
- (b) In service of other boards—5% above minimum for each 2 years since receiving permanent certificate.

For Supervisory Duties:

Principal—\$50 for each room in addition to his own.

Vice-Principal—\$25 for each room in addition to his own.

For Special Qualifications:

| | |
|---------------------------|-------|
| University Degree | \$100 |
| 1st year University | 25 |
| 2nd year University | 50 |

For Specialist Certificates:

| | |
|---|-------|
| Primary | \$ 50 |
| Shop | 50 |
| Home Economics | 50 |
| Other recognized specialist certificates. | |

Be It Resolved: That, in view of the situation regarding inability to secure increased Government aid, the Locals draft schedules of salaries based upon reasonable minima (e.g. \$1000 for elementary teachers) adding, if necessary, bonuses to take care of increased living costs; and, in the event of school boards refusing to grant necessary increases, that the Provincial Executive be required to take

action under The Industrial Conciliation and Arbitration Act.

Be It Resolved: That all negotiating committees be instructed that it shall be considered an unprofessional act to consummate a salary schedule with less than \$1000 basic, becoming effective on or after September 1, 1942; and

Be It Further Resolved: That in event of a negotiating committee failing to reach the \$1000 basic before September 15, 1942, the negotiations be immediately turned over to the Provincial Executive, and that they work through The Industrial Conciliation and Arbitration Act to obtain the desired basic, and if such fails, the nature of further action be left to the judgment of the Provincial Executive; and

Be It Further Resolved: That since the aim of this resolution is to increase the aggregate of salaries, therefore the existing scale of increments shall be considered as a minimum; and

Be It Still Further Resolved: That the basics for all higher brackets be increased proportionately.

The proposed A.T.A. schedule conforms to the above suggestions as well as to the two succeeding resolutions.

Whereas the teachers in the Province do not receive the same **EQUAL IN-RECOGNITION** for past **CREMENTS** experience when moving from one Division **IN ALL DIVISIONS** to another; and

Whereas certain Divisions recognize experience whether obtained in the Division or in other Divisions;

Be It Resolved: That we favor putting into practice the payment of equal increments in all Divisions for past teaching experience obtained in the Province.

Be It Resolved: That in our opinion the disparity between **DISPARITY** minimum salaries of **BETWEEN** Public and High School teachers should be reduced by an upward revision of public school salaries.

Much confusion, many misunderstandings, lack of information, and ineffectiveness in helping teachers and Locals may be avoided by Locals and negotiating committees following implicitly the procedures set forth below.

Whereas full information on salary schedules and changes in salary schedules would greatly assist the Provincial Executive in directing the negotiating committees and help to bring about greater uniformity in schedules;

Be It Resolved: That all negotiating committees be required to list with the Provincial Executive immediately upon completion all schedules and future amendments to schedules.

The Annual General Meeting demanded and ordered co-ordination of teacher groups: Locals, negotiating committees, and school staffs. Please accept these resolutions as essential to co-ordination, thus ensuring complete co-operation for the good of all.

Whereas the withholding of information by negotiating committees may be **PROV. EX-ECUTIVE** detrimental to the rest of the Province; and **BEFORE** **Whereas** it is to the advantage of all negotiating committees that they work in close co-operation with the Provincial Executive; and that all committees be informed of latest de-

velopments in the rest of the Province regarding salary arrangements;

Be It Resolved: That negotiating committees contact the Provincial Executive (by telephoning if necessary) regarding their proposed agreement before closing such agreement.

Be It Resolved: That it be the specific duty of a negotiating committee to call a meeting of the staff or otherwise to take a ballot of the membership before an agreement on a salary schedule is signed, unless specific instructions previously given by such a meeting have been carried out in such agreement.

1. Be It Resolved: That we appeal to the Canadian Teachers' Federation to take all possible steps to obtain Dominion aid for education.

2. Whereas a crisis is developing in education to the extent that it is becoming increasingly difficult to man our schools with competent and fully-trained personnel;

Therefore Be It Resolved: That we urge upon the Minister of Education the necessity of taking immediate steps to increase the contribution to education of the Provincial Government in order that salaries in the profession may retain some degree of equity compared with the wages in industry.

1. Be It Resolved: That we endorse the action of the Provincial Executive in its endeavor to secure a cost of living bonus for teachers.

2. Be It Resolved: That this Annual General Meeting go on record as

favoring the negotiation of a cost of living bonus; and

Be It Further Resolved: That the A.T.A. continue to exert all efforts on the proper authorities to require the payment of a cost of living bonus to teachers; and

Be It Further Resolved: That this cost of living bonus be based on the index figure of October 1939.

The Executive is doing all possible to secure results in this regard. It is up to the Locals to do their best bit also.

Be It Resolved: That a hearty vote of thanks and appreciation be given to our Executive for their loyal and unstinted efforts in improving the economic status of the members of our profession and for the notable improvements actually made therein.

Whereas a national emergency may arise requiring additional troops being stationed on our coasts; and

SHORT PERIODS OF MILITARY SERVICE Whereas many members of the teaching profession are in reserve units and may be called out for short periods under S.O. 139;

Be It Resolved: That teachers called up for short periods be given the opportunity of continuing on their regular salary contract, i.e. pay to the substitute teacher being deducted from the salary of the teacher on service.

Please Keep the Above Article for Future Reference.





Official Bulletin, Department of Education

No. 62

CALLING ALL PRINCIPALS

All principals of schools offering the Third Year (Grade XII) of the High School Programme will by this time have received copies of a bulletin entitled "War Emergency Teacher-Training Programme: 1942-43." These principals are asked to help the Department increase the enrolment at the Alberta Normal Schools for the coming year by means of the following procedures:

1. Take two or three periods of school time to assemble the Grade XII students and to read and explain the Bulletin to them.

2. Point out to them that any student who, if successful in all of the subjects of his year's programme, will have completed by June 30, 1942, all of the requirements for a High School Diploma may write on the General Test, the Test in English Language and the Survey Test in Mathematics and Science. Permission to write on these tests, however, does not confer the right to be admitted to the Normal Schools; but the candidates' scores, besides serving as an indication of the candidates' maturity and effective scholarships, will enable the Department to select the special group who begin their training at the Edmonton Normal School on July 2nd, and also to select successive groups of trainees to be sent out to rural schools.

The admission requirements are as stated on Page 4 of the Bulletin on the "War Emergency Teacher-Training Programme, 1942-43"; namely, "B" standing in a minimum of 100

credits, including the subjects listed on Page 4 of the Bulletin. Neither Music nor Art will be required.

3. Encourage every student who will be eligible to apply for admission. In this connection, point out the fact that a limited amount of financial assistance is available for deserving students who cannot otherwise meet the expense of the teacher-training course. Explain also that the number of trainees required is likely to be large enough to enable most of the students to earn an amount equal at least to the tuition fee (\$65 for trainees).

4. Explain the new set-up for a university degree (B.Educ.) and teacher's certificate, as shown on page 7. Point out that a Normal School graduate may secure the B.Educ. degree and a High School Certificate in two years and one summer session at the Faculty of Education.

5. Write for further information, if such is required, or further copies of the Bulletin.

AID FOR NORMAL-SCHOOL STUDENTS

The Minister of Education has arranged that, under the Dominion-Provincial Youth Training Program, assistance may be provided for students proceeding with the teacher-training course in the Normal Schools; in order that no properly qualified person who desires education for teaching may be prevented from entering the profession solely through lack of funds. Further information will be supplied from the office of the Supervisor of Schools.

GRADE XII DEPARTMENTAL EXAMINATIONS, 1942

Attention of all Principals and Teachers is drawn to the change in dates for the Special Tests for provisional admission to Normal School. These tests are to be written on June 1st rather than on the date stated in the February circular.

Students registered in non-examination units of the high-school programme in graded schools selected as centres for the Grade XII Examination may be dismissed on Monday P.M., June 22nd, not on Friday P.M., June 19th, as stated in the February circular.

Candidates for the Grade XII Examinations shall write all of their answers and show all of their rough work in the examination booklets. Extra space for rough work is provided in the booklets where required. There will not be any foolscap or extra squared paper provided by the Department of Education.

Candidates for examination in Trigonometry and Analytical Geometry will be permitted to take slide-rules into the examination room.

Knott's Mathematical Tables will be forwarded to all schools for the candidates for examinations in Algebra 2 and Trigonometry and Analytical Geometry.

Teachers giving practice in the use of Knott's Tables should note the following points:

1. On Departmental examinations, accuracy is not expected beyond the fourth place of decimals.
2. Logarithms of cotangents, secants and cosecants are not given in Knott's Tables. Students must be trained to treat these as the reciprocals of tangents, cosines and sines; i.e., to subtract $\log \tan A$ whenever they wish to add $\log \cot A$, etc.
3. The tables "Squares of Numbers" and "Cubes of Numbers" may be used to determine squares and

square roots, cubes and cube roots, respectively. The place-value must be determined by inspection.

4. The tables entitled "Powers of Numbers" are convenient for direct reading. Ordinary interpolation beyond one figure is not warranted.
5. Of the two "Compound Interest Tables," one shows "Amounts," the other shows "Present Values," and these will apply, of course, to dollars as well as to pound sterling.

Candidates for examination in Chemistry 2 may use Knott's Mathematical Tables should they so desire.

Principals and instructors of English 3 are warned that Form 152A must be completed in detail and that they must not assign a score of 50 or higher to a student who has read fewer than eight books or 40 to one who has read fewer than five. The score assigned on the year's reading must be commensurate with the information supplied by the candidate in Section 1 of the form.

Any students or teachers intending to write on the examination in German 3 should make sure of submitting their applications to the Department in good time, as question papers on German 3 will be forwarded to only those Grade XII centres where candidates apply to write.

PREPAY YOUR POSTAGE, PLEASE

At this time of the year the Examinations Branch receives a great deal of mail in return envelopes. These envelopes contain application forms, etc., and very often require more than three cents' postage. When the sender does not put sufficient postage on these envelopes, the Department has to pay double the amount lacking. Care should be taken by those mailing these returns to see that sufficient postage is paid at the source.

REVISED EDITION OF THE WEED BULLETIN

The General Office of the Department can supply copies of the Weed Bulletin prepared by the Provincial Department of Agriculture. This bulletin is useful in rural schools.

SPECIAL ANNOUNCEMENT FROM THE UNIVERSITY

The attention of high-school teachers who have students completing their matriculation work is directed to the fact that a sum of money has been made available under the Dominion-Provincial Youth Training Program for students entering the University for the study of Medicine, Dentistry, Nursing, Engineering, Agriculture, Household Economics, Education, Mathematics and sciences such as Geology, Physics and Chemistry.

The conditions necessary to obtain assistance under this plan are:

1. A satisfactory academic record which is interpreted for students matriculating as being an average of not less than 65 per cent in the required Grade XII subjects.

2. Financial need which is interpreted to mean that a student would be unable to attend University without some financial assistance.

3. An undertaking that the student will make his or her services available in the war effort when and where required. This does not mean necessarily enlistment in the armed services, but does mean that the student is willing to go wherever required for essential war service.

For application forms write the Registrar, University of Alberta.

FIRST AID

The Alberta Public Health Workers have directed the attention of the Department of Education to the need for more teaching of First Aid in the schools of the Province, and suggest that instruction comparable to the St. John Ambulance junior course in First Aid be given the intermediate-

school pupils, and instruction similar to the senior St. John Ambulance course be given to the pupils in the high-school grades.

The present Programmes of Studies for the Intermediate and High Schools make provision for comprehensive courses in First Aid, but these courses cannot be implemented effectively unless the teachers themselves have had the necessary training.

The Department of Education therefore desires to point out to teachers the fact that courses in First Aid are an integral part of the programme in Health and Physical Education for intermediate and high-school grades, and asks that teachers who are not fully qualified to give First Aid instruction should secure the necessary qualifications by taking a course in First Aid either at the Summer School or wherever else it is possible to take such training. A course in First Aid is required for a special certificate in Physical Education.

CORRECTIONS IN SUMMER SCHOOL ANNOUNCEMENT

1. Instruction in *Stenography I* will not be offered this summer at Edmonton, and should not, therefore, be included in the time-table on page 49 of the Summer School Announcement.

2. Health II, instead of Health I, will be offered at the Calgary Session.

3. Course No. 62, Folk Dancing 1, will be offered at the Edmonton Summer School, 3:55 to 4:35 instead of Course No. 67, Individual Games and Sports, which was to have been given at 2:20.

SUMMER-SCHOOL STAFF EDMONTON SESSION, 1942

Director—G. F. Manning, M.A., Normal School, Edmonton.

Assistant Director — M. J. Hilton, Principal of the Technical High School, Edmonton.

Course No. 2: Art for Junior Grades—Miss Mary A. Mercer, McKay Avenue School, Edmonton.

Course No. 12: Bookkeeping I—C. M. Hollingsworth, McDougall High School, Edmonton.

Course No. 16: Curriculum and Teaching Procedures—C. M. Hollingsworth, McDougall High School, Edmonton; Miss Alva Sparling, McDougall High School.

Course No. 18: Office Training—Miss Alva Sparling, McDougall High School, Edmonton.

Course No. 21: Typewriting I—P. B. Rose, Stratheona High School, Edmonton; Miss Alva Sparling, McDougall High School, Edmonton.

Course No. 34: Educational Measurement and Tests—Dr. G. S. Lord, Principal, Normal School, Edmonton.

Courses Nos. 35 and 36: The Alberta Activity Programme for Divisions I and II—Miss Jessie McKinnon, Normal Practice School, Edmonton; Miss M. B. Ricker, Normal Practice School, Edmonton; W. D. McDougall, Normal School, Calgary.

Course No. 37: The Programme for the Intermediate School—J. Cecil Hewson, Ph.D., Berkeley, California; J. D. Aikenhead, Inspector of Schools, Claresholm; Murray W. MacDonald, Principal, Normal Practice School, Edmonton.

Course No. 39: Principles of Education—W. D. McDougall, Normal School, Calgary.

The Workshop—Director: H. A. MacGregor, Normal School, Edmonton. Consultants: J. D. Aikenhead, Inspector of Schools; G. K. Sheane, Normal School, Calgary.

Dramatics—Eugene C. Davis, Director of Glenville High School Players, Cleveland, Ohio; Miss Eva O. Howard, Victoria High School, Edmonton; Miss Marian Gimby, Eastwood High School, Edmonton.

Course No. 44: First Aid—Simon D. Simonson, Edmonton.

Course No. 47: Health II—Miss Jean Davidson, Department of Public Health, Edmonton.

Course No. 48: Home Nursing—Miss Jean Davidson, Department of Public Health, Edmonton.

Course No. 53: Choral Music—N. J. Kennedy, Normal Practice School, Calgary.

Course No. 54: Intermediate School Music—Mrs. Cornelia Higgin, Normal School, Edmonton.

Course No. 55: High School Music—J. N. Eagleson, Mus.Bac., Supervisor of Music, Edmonton.

Course No. 57: Music Theory II (and Keyboard Harmony)—Mrs. Cornelia Higgin, Normal School, Edmonton.

Course No. 58:—Music Appreciation—Mrs. Phyllis C. Clarke, B.A., L.R.S.M., Calgary.

Physical Education—J. B. Kirkpatrick, Normal School, Edmonton; Ralph O. Pritchard, Norwood School, Edmonton; Miss Marjory Davidson, Supervisor of Physical Education, Edmonton.

Courses No. 76: Mental Hygiene for Schools; No. 78: Psychology of Childhood I; No. 80: Psychology of Adolescence—A. W. Reeves, Normal School, Edmonton.

Course No. 82: Class and Field Work in Science—Dr. J. R. Tuck, Normal School, Edmonton.

VARSITY
Beauty
Parlor
and
Barber
Shop



End of Tuck Shop — Edmonton — Phone 31144
*Let us solve your coiffure problems while
attending Summer School*

Course No. 87: Chemistry 2—H. E. Tanner, Strathcona High School, Edmonton.

Instructors in Shop and Home

Economics Courses

Course No. G1: General Shop Seminar—R. E. Byron, Medicine Hat.

Courses Nos. G2 and G3: Arts and Crafts I and II—T. E. Hughes, Supervisor of Industrial Arts, Edmonton.

Courses Nos. G4 and G5: Drafting I and II—L. E. Pearson, Institute of Technology and Art, Calgary.

Courses Nos. G6 and G7: Electricity I and II—F. N. Rhodes, Institute of Technology and Art, Calgary.

Course No. G8: Metal Work—J. C. Laing, Calgary.

Course No. G9: Automobile Mechanics—F. G. Forster, Lethbridge.

Courses Nos. G10 and G11: Woodwork I and II—F. E. Graham, Calgary.

Courses Nos. H1 and H2: Fabrics and Dress I and II—Miss H. Pasmore, Institute of Technology and Art, Calgary.

Course No. H3: The Integrated Home-Making Programme—Miss Lorine Torgersen, King Edward Intermediate School, Edmonton; Miss Jean Irwin, Highlands School, Edmonton; Miss Ferne Edwards, Western Canada High School, Calgary.

SUMMER SCHOOL STAFF CALGARY SESSION, 1942

Director—W. H. Swift, Ph.D., Principal, Normal School, Calgary.

Course No. 2: Art for Junior Grades—Miss Beryl M. Locke, Elbow Park School, Calgary.

Course No. 12: Bookkeeping I—Miss Patricia Parker, Alexandra High School, Medicine Hat.

Course No. 21: Typewriting I—Miss Isabel Breckon, Western Canada High School, Calgary.

Dramatics—J. L. Laurie, Crescent Heights High School, Calgary.

Course No. 35: The Alberta Activity Programme for Division I—R. E. Rees, Inspector of Schools, Edson; Miss E. L. Neasford, Rideau Park School, Calgary.

Course No. 39: Principles of Education—J. F. Watkin, Inspector of Schools, Wainwright.

Course No. 47: Health II—Wm. Hackett, James Short Junior High School, Calgary.

Course No. 44: First Aid—Wm. Hackett, James Short Junior High School, Calgary.

Course No. 53: Choral Music—Miss Janet McIlvena, Supervisor of Music, Lethbridge.

Course No. 54: Intermediate School Music—Miss Janet McIlvena.

Course No. 55: High School Music—Miss Mary Jackson, Wrentham.

Courses No. 57: Music Theory II; No. 58: Music Appreciation—Mr. Irvine H. Graham, Normal School, Calgary.

Courses No. 65: Fundamental Exercises; No. 64: Principles of Physical Education; No. 66: Team Games—P. B. Nelson, Gleichen.

Course No. 80: Psychology of Adolescence—J. F. Watkin, M.A., Inspector of Schools, Wainwright.

St. Stephen's College

(Under United Church of Canada)

UNIVERSITY CAMPUS, EDMONTON

Offers board and accommodation to Summer School Students and teachers marking papers or on holiday.

—
**APPLY TO REGISTRAR FOR
RATES**

SCHOLARSHIPS TO ORAL FRENCH SECTION, BANFF SCHOOL OF FINE ARTS

FOUR scholarships, valued at \$30 each, to the French Summer School at Banff are being awarded this year. These scholarships will cover the cost of tuition and will be open to French 3 students of the Alberta High Schools. Students who have been taking the correspondence courses of the Department of Education are eligible. It should be pointed out, however, that oral training or experience and familiarity with spoken French is desirable.

Applications for these scholarships should be submitted to Miss Margaret M. L. Fraser, Chairman of the Scholarship Committee, Banff French Summer School, Rocky Mountain House, not later than May 16th.

Applicants should supply the following information: Age, copy of academic record according to the last certificate from the Department of Education, together with a report of activities in a French club, summer school, oral groups, or exchange visits in French homes, etc.

In addition, the applicant should submit a paragraph or essay of not less than 100 words and not more than 500, on the subject of the value of the study of French (*La valeur de l'Etude du francais*).

Accommodation

A number of experienced French teachers have made private arrangements for French "chalets" to house the students of the Oral French school. Scholarship winners may be provided free room in such chalets in return for services. If successful candidates wish reservations made for them in the French dormitory at regular rates, or if they wish to occupy the dormitory in return for services, they should write not later than June 15th, making reservation,

to Miss Alice Howson, Chairman, French Summer School Housing Committee, 324 Alberta Corner, Calgary.

Only French is spoken in the French dormitories, and no one should apply who does not wish and intend to speak French for three weeks. A French hostess will be in charge of each chalet and of the dormitory.

Board

Board will cost \$26 for the three weeks. Reservations have been made in the Banff School of Fine Arts' dining-room for 40 French students and instructors. It is possible that a limited number of junior students may be able to earn part of the cost of their board by services in the dining-room and kitchen of the summer school.

Book Review

Speaking and Writing by T. W. Fowler, B.Com., B.Paed., of East York Collegiate Institute and Vocational School. 393 pages (\$1.10). The Ryerson Press. Available from the A.T.A. Library.

This up-to-date work on spoken and written English deserves special commendation.

"How can one learn to talk well? command attention? be a good conversationalist? or introduce speakers and present gifts gracefully?" These and countless other questions are asked daily by the Vocational and High School students.

Speaking and Writing is the solution for both teacher and student and should, I think, find a place in the Library both at home and in the school.

Sister M. ERNESTINE.

The A.T.A. Magazine

English on Selected Subjects in Grade IX

By MARY B. YULE

"Every class must be, to a certain extent, a class in English, and every teacher must regard himself a teacher in English."

"Not only in the English class, but in every class, the teacher should take note of each pupil's posture, tone qualities, pronunciation and enunciation, choice of words and style in oral answers or reports in order to criticize the pupil's efforts constructively and thus give practical effort to the instruction of English."

"Written composition in the Intermediate School should be brief. Here again, close co-operation among all teachers in the school is imperative, in order that the work of correcting exercises may be shared by all teachers, while at the same time affording the pupils ample practice in writing and ensuring that their efforts are criticized helpfully from the standpoint of language usage."

The following score card is used by the Grade IX sub-examiners in evaluating English on a selected paper:

| | Deduct for each error | Max. De- duc- tion |
|--|--------------------------------|-----------------------------|
| I. Spelling (including apostrophe)..... | 3 | 24 |
| II. Punctuation— | | 12 |
| 1. Capitals and periods..... | 2 | |
| 2. Comma | 1 | |
| (a) Words and phrases in series. | | |
| (b) Interruptions or parenthetical expressions. | | |
| (c) A phrase or clause set at the beginning of a sentence. | | |
| 3. Other marks of punctuation..... | 2 | |
| NOTE: Deductions are to be made only for gross or glaring errors, especially in the case of the comma. | | |
| III. Word Usage— | | 16 |
| 1. Homonyms | 4 | |
| 2. Use of adjective for adverb | 4 | |
| 3. Wrong use of prepositions and conjunctions; use of "like" or "as" | 4 | |
| 4. Impropriety—improper use of words | 4 | |
| 5. Violation of idiom | 4 | |
| 6. Slang | 4 | |
| 7. Words omitted | 4 | |
| IV. Grammar— | | 16 |
| 1. Agreement; verb and subject, antecedent and relative | 4 | |
| 2. Verbs and verb forms | 4 | |
| 3. Wrong case form | 4 | |
| 4. Miscellaneous errors | 4 | |
| V. Sentence Structure— | | 32 |
| 1. Run-on sentences; excessive use of "and" and "so" | 12 | |
| 2. Clumsy Construction | 12 | |
| 3. Incomplete or fragmentary sentence | 8 | |
| 4. The comma splice | 8 | |
| 5. Misplaced modifiers, wrong word order | 8 | |
| 6. Indefinite reference of pronouns | 8 | |
| 7. Tense sequence | 8 | |
| 8. Unrelated modifiers; dangling participle, gerund or infinitive | 8 | |
| 9. Miscellaneous errors | 8 | |

100 ÷ 5

Not much left out, is there?

The papers used in compiling this article, selected by the Department, were representative of the whole Province: Edmonton, Calgary, smaller cities, towns, and rural areas. Most of them show poor preparation in English. The spelling is bad, punctuation poor, and sentence structure careless. In fact, carelessness seems to be the root of all the trouble.

Here are examples from Social Studies. The entire answers are given, because individual sentences separated from the whole can mean very little.

Required: Write a short essay (about 140 words) on one of the following topics: **Organizing recreation in a rural settlement;** or **Recreation facilities which are found in a western city or town.**

Answer 1: Recreation facilities which are found in a western city or town. For a city or town winter sports are usually plentiful, a skating rink may be had in the city and usually a pond is used in a town, on a pond you can play the same games of skating as you can on a city rink. another sport is sledding or skiing a city usually has a good hill for this sort of winter sport, and a town the boy with horses get out and pull the ones on skies insted of using a hill. In summer citys and towns have there own swiming pools for the community.

Answer 2: Recreating in a rural settlement is not always an easy matter to organize. If the people are few and far apart no organized form of recreation is likely to be a success. But if it is a well populated settlement organized recreation is possible. In rural communities the best time for recreation of any kind is on Sunday afternoons, as the people are busy on other days. On Sunday afternoons the people can meet in a large gathering and have a picnic and later a ball game or some other sport. Rural

school often have a school picnic to which the people of the district comes, and enjoy themselves There are ways of recreation of recreation in summer in a rural community, but in winter the people have more spare time, so there are more community gathering, generally a dance or card party. But there are other means of recreation in winter, such as skiing and skating etc."

Required: "As the world's population increases, the scientific skill of man makes more and more of the world's surface habitable." Write a paragraph to explain this statement.

Answer: "As the world's population increases the scientific skill of man makes more and more of the worlds surface habitable When there is an increase in population as they come up from the bottom there is always new inventions And as they take these inventions they make a habit of them and use theme all through their life When their is more population their is always more inventions as their will be more working together all the time."

You will note that one of these, naturally, received better marks both in Social Studies and English. The style is direct, well organized and clear. The sentences are not particularly well done, but at least the student has been taught to read and answer a question. The other two need no comment.

These were chosen as more or less typical, and in all, the same errors were common. To be fair to the pupil, we must remember that lack of time accounts for some of the errors. But the majority show the pupil's lack of experience in

- (1) Reading the question,
- (2) Reasoning,
- (3) Putting his thoughts on paper.

This confusion of mind leads naturally to lack of clearness in expressing ideas. In general, the pupils

had the factual knowledge and could answer the short answer type of question, but could not express their knowledge in a logical, clear manner in essay form. The pupil must think clearly to write clearly. He must think clearly and reason logically in either Social Studies or Science. His essay answers show his ability to do so. The short answer shows, for the most part, only a good memory.

The errors made in spelling were, for the most part, the common everyday words. In the Science papers examined 58 per cent of the pupils lost their full quota of 10 marks. One paper, chosen at random, contained forty-three errors. And these were not Science words, but such common words as flies, cities, machines, disease, transportation, and, of course, didn't, pieces, beginning, their, there, etc.

Science and Social Studies teachers have an astounding amount of material to cover, and doubtless many feel that English is the responsibility of the English teacher. May I suggest as a teacher of English that we, too, have our troubles? Our students must write a Literature test, which includes Poetry and Prose, and a Language test in which the pupils are asked to write an essay of 200 words in half an hour which essay is scored for material, organization of ideas, vocabulary, diction, style, as well as technical errors.

And here, we must remember, when the programme of studies was made, the time assigned to English was cut to a point where no English teacher can possibly give to the student all the instruction and practice he needs. The aim of the new course was to make English a living part of all the student's work, not just something he used in an English period and then put away in moth balls for the rest of the day. He must be made to feel that thought expression in Social Studies or Science is just as essential

as it is in English. If he is not made to feel this, he is not getting the instruction to which he is entitled. No teacher of English can possibly, in the time given, get good results without the help of both the Science and Social Studies teacher.

But the question of responsibility is beside the point. Our only impor-

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tant responsibility is the student, and we must think in terms of the student, not the teacher. These Grade IX High School Entrance examinations are of the utmost importance to the student. A relatively clever student may ruin his chances of taking the High School courses he wishes because of his standing on these examinations. A student's ability to express himself, as marked in his essay answers, is a big factor in his standing.

In the selected subject, 20 per cent of his marks are determined by his ability to express himself clearly. Pupils who have done practically all their tests during the three years of Intermediate School by the short answer method cannot be expected to write clearly in essay form. And when they reach High School, or go into the business world, that is what they will be called upon to do. It is just as important to them as knowing a great number of facts. But it requires practice. No English teacher has the time to train his pupils to answer all types of questions. He naturally devotes his time to Literature answers, the fundamentals of good writing, and, in general, to formal essay writing. Each subject requires different technique.

May I make this suggestion? Let Science and Social Studies teachers take one period a week to train students how to read a question, think through the answer, organize it in their minds, then write it down clearly in good English, step by step. The pupil will be getting training in both the content subject and in English. This does not mean that the fundamentals of English are to be taught in these subjects. Errors in sentence structure, grammar and spelling should be pointed out, but a well organized Science answer will in all probability contain relatively good English.

A person may read every book available on painting, but until he

Congratulations « «



DEAN M. E. LAZERTE

The University authorities are to be thanked for carrying out the letter and spirit of the recommendations of the University Survey Committee in establishing a fully fledged Faculty of Education. The establishment of such a Faculty has been sought for many years by the A.T.A. Our happiness at the final outcome is increased by reason of the fact that Dr. M. E. LaZerte, a Past President of the Association, who has made such a significant contribution to this organization, is the first Dean of the new Faculty of Education.

becomes skilled in the use of a brush, his theoretical knowledge is of very little practical value to him. Written English is the student's brush.

Have You Seen Page 25?

The A.T.A. Magazine

HOW SHOULD THE GUIDANCE PROGRAM BE ORGANIZED?

Article No. 9: Guidance Series,

By G. C. French, M.A., Edson.

THE success of a guidance program will depend to a large extent upon the manner in which it is organized. There is no one best administrative plan for all schools. The program organized will be determined by factors in the local situation. It is possible, however, to give suggestions which should prove helpful in developing an adequate program of guidance.

There are certain principles which are basic to every guidance organization. The program should evolve out of the needs of the pupils and should serve all pupils at all levels. It should be concerned with the best development and growth of all pupils, and should be so organized that it will receive the intelligent appreciation and co-operation of all members of the staff. It should provide for the transfer of information to those who are able to make the greatest use of it for the good of the pupils concerned. The special services rendered to a student should be consistent with the welfare of other students. The program should be so organized that only one or two persons will deal with a particular pupil. Although much of the guidance should be indirect, that is, not labelled guidance, the services should be so planned that they are purposeful and unified.

In initiating a guidance program, it may be well to make a survey of the local situation in order to gain an understanding of the factors involved. The teachers who will be the workers in the program should by a series of conferences obtain an understanding of the philosophy of guid-

ance. They should see the values, the procedures and the functions of the program before it is introduced.

As soon as the teachers have an insight into guidance and are convinced of its values, organization plans may be commenced. This may be done by appointing a committee preparatory to staff conferences. At these conferences the aims and procedures should be clarified and different points of view evaluated. Committees may be appointed to survey the needs of the school, and to formulate a list of the guidance functions that should be performed. If not accomplished in the initial survey, this committee may consider also the techniques which the teachers may need. The survey should cover both the school and the community facilities available for guidance, such as placement officers, health and child guidance clinics.

A case study of one pupil problem may be found to be an excellent way of assisting teachers to gain an insight into the possibilities of guidance. This study should cover as thoroughly as possible all the information concerning the present problem, the family background, the home and neighborhood environment, the early development of the pupil, the pupil's intelligence, academic record and achievement, health, social behavior and interests, religious and emotional adjustment, vocational interests and experiences as well as facilities which are available for treatment of the case. Such a case study should stress the inter-relationship of the factors

influencing the pupil and the necessity of dealing with the whole child in his process of maturation. The staff should gain much from a discussion of the information collected and of the possible treatment to be given.

As soon as the staff has a sufficient insight into guidance work, the functions of the program to be followed may be allocated to the various staff members. In this connection it may be necessary to recognize that some teachers are better qualified for certain types of work than others. The class-room teachers should assemble the guidance records, study the individual differences of their pupils, do individual counseling, organize group guidance, conduct follow-up surveys and evaluations. Some of these functions may be taken over by the home-room teachers. The subject teacher should be more concerned with subject matter, occupational information, encouraging and developing special abilities and remedial instruction. It will be necessary to appoint or to recognize some person, perhaps the principal, who will stimulate, guide and co-operate with the teachers and the outside guidance agencies. This official should distribute the guidance functions equally and should supervise the activities to obtain the best results from the program. Every effort should be made to distribute the work and responsibility so that none of the teachers will be overburdened. Teachers should discover that an adequate program makes their work more effective rather than increases it.

Provision should be made for the distribution of printed guidance materials. Books and papers should be made available to all teachers who may decide to follow a systematic course of reading in guidance. Teachers may also learn much by visiting other teachers who are following an interesting and worthwhile program. They may also receive training by at-

tendence at summer schools or extension courses.

During the early stages of the guidance program, supervisors may be able to give much assistance to their teachers by personal visits and informal discussions. They may be able to make many helpful suggestions to the teachers, increasing their interest and proficiency in the guidance work. These supervisors should encourage and express faith in the ability of their teachers to handle both the smaller administrative details and the major problems of adjustment.

It is important that both teachers and supervisors look upon the development of a guidance program as an evolutionary process. It is fatal to attempt to superimpose a definite, complete guidance program upon a staff which is not prepared for it. Any program must be determined by the factors of the local situation and must grow as the co-operative task of pupils, teachers, supervisors, parents and community. Each school must build carefully its program, making use of all its resources and overcoming the limitations, if it is to have a permanent functional guidance organization.

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CO-OPERATION

By W. J. Medd, Carmangay

AFTER the introduction of many an undoubted reform, the Department of Education is apparently of the opinion that there is still something the matter with High School education. I agree with them.

Now when some idea fails to work there are always two possible conclusions:

1. That the idea is no good.
2. That the teacher is no good.

The Department, through their Summer Schools and elsewhere, have not been reticent about applying conclusion number 2. Furthermore the teacher himself, being probably one of the biggest "bluffs" in the world anyway, is always a little suspicious that maybe conclusion number 2 is the right one. Consequently he accepts the fashionable terminology, and goes on bluffing. He is not too forward in reporting failures.

In spite of the all-imminent danger of conclusion number 2, there is a failure that ought to be reported. It is one of these things that are freely discussed and admitted except in official circles.

I believe that we have failed and are persistently failing in selling the idea of our education to the pupils themselves. The public, slightly indifferent, are gradually coming round. The students, very much indifferent, do not give a tinker's dam.

The prevailing social conduct, the mores so to speak, of the average high school group is not by any means wholehearted co-operation with our system. Aside from a little social and athletic activity, they putter pleasantly around with a wily waste of motion, and sit back with faint amusement to see what the teacher is going to do about it. There

is nothing to prove that this is the average situation, but I am afraid that many a teacher will agree.

What is the reason for this sort of thing? It may be conclusion number 2 again, it may be just the fashion, it may be (as the current argument seems to have it) that the school is divorced too far from life.

But the most important cause is undoubtedly that the students see no particular purpose, no definite aim or goal, nothing real or down-to-earth to stimulate them to activity. They are only fooling around for a few years before they join the army, get a job, or go back to the farm. Education is Life, and the aim may be the Good Life, and all that sort of thing—but that is not much stimulation to the average High School student.

Students of high A standing should be selected as they come into Grade X, put in special schools, and groomed for higher education. They should be told a few things. A little salesmanship for a good cause is not to be sneered at. They should be convinced that Democracy is the finest way of life, but that Democracy implies the need for unselfish leadership; they should be led to believe that in our specialized civilization there are only a few that can keep the wheels turning, that it is their duty and privilege to supply that leadership—to become the engineers, doctors, educators, politicians, investigators. They should be assured of a University education regardless of ability to pay. Would they not work hard and well, so that co-operation and diligence would become the fashion?

What about the other 90 per cent?

As for the girls, let the lady teachers figure it out. As for the boys, in our present little state of affairs, it is suggested that their education should revolve around Cadet training. They could look forward to becoming trained soldiers at 18 or 19. There is a definite goal and surely a little salesmanship would not be difficult here. The world needs soldiers. After all we are in a fight for existence, and that is the most important thing in the world today.

We do a lot of preaching about how one should adapt himself to any situation. Well, the present situation is war. Let us for the time being adapt our system to that.

It is not pretended here to attempt to dispose of all the agonizing problems of modern education. It may be that courses should be organized horizontally rather than vertically, that education should integrate rather than correlate, unify rather than systematize (whatever those distinctions may mean). But do not forget that right now there is the simple practical question as to whether free and honest education may continue to exist in this world at all. However, it is suggested that above plans would give the students something vital and necessary to work for; they might recognize this, and co-operate—as they are not co-operating at present.

UNIVERSITY FARM YOUNG PEOPLE'S WEEK

Eight full days of education, recreation and entertainment are now being planned for the Twenty-fourth Annual Farm Young People's Week at the University of Alberta. For 23 years this very successful short course has been sponsored by the Department of Extension and the Faculty of Agriculture. In the years that are past, many young farm boys or girls attending this course during the month of June when the campus is at its loveliest, have felt an awakening desire to further their education by attending the University as regular students. Later they have been able to realize this ambition.

Over \$250 in scholarships and prizes are awarded in competitions for grain and livestock judging, public speaking, exhibition of handicrafts, and for a reading course. In regard to the latter, prospective students are advised to start on this course now, so that they will have

sufficient time to complete the necessary reading. Scholarships include a course at the School of Agriculture at Olds.

Trips are being arranged to the Parliament Buildings, industrial plants and other points of interest. On Saturday, June 6th, the Department of Animal Husbandry is holding its annual feeders' day, when results of livestock experiments are presented to a large gathering of farmers.

Students will live on the University campus, at a rate of \$12 for room, board and registration fee. Special transportation rates are available from the bus lines.

The course which is open to all rural young people between 16 and 27 years of age, starts on June 4th and closes on June 11th, 1942.

Further particulars may be obtained from the Director, Department of Extension, University of Alberta.

Backward? No!

By D. S. ARBUCKLE, Edmonton

IN the December issue of *The A.T.A. Magazine* appeared an interesting, timely and truthful article. So forgive me, Mr. Bercuson, if I add to it what I believe to be a few pertinent points that were not mentioned.

There were several reasons given for the open aversion of many teachers to the progressive school, but there was one delicate one which you missed. Until a few years ago school teaching was, generally speaking, a fairly easy job—pardon—profession. True enough, the pay was low—sometimes so low it was hardly discernible, but I still maintain that most teachers who have done other kinds of work will agree that the work was not so difficult. It was especially easy for those who had taught for many years and had their routine type of lesson learned backward. Many teachers, mind you, were already practising progressive education—not because of a progressive course of study, but because they had progressive minds. They were doing a lot more work than was needed just to “get by.” But I think that these people were in a minority, and suddenly, in 1937, the comfortable and placid existence of the many was rudely shocked. The cold truth is that many teachers who oppose progressive education do so because they have a lot more work to do and, we might add, they get no extra money for the extra effort. Human nature being what it is, then, it is not unnatural that many of the older, more conservative teachers should look with some distaste at progressive education.

The New York City experiment referred to by Mr. Bercuson is extremely interesting—especially interesting, in fact, when we see that it states

exactly the opposite of the beliefs held by a large percentage of Alberta teachers. Ask any group of teachers how the Grade IX student—1941 edition—compares with the 1930 model. The great majority—at least so I find—will say that, in subject matter at least, the student of today is much weaker. A professor says that the latest group of freshmen are the most irresponsible body ever to enter the Halls of Learning.

These are disturbing statements—more disturbing when the evidence seems to show that they may be true. But must we despair, and decide to toss progressive education overboard? Heaven forbid! Let us take a long range view, and realize that progress is a slow unfolding process, a matter of long years, not days or months. Let us remember that you can rewrite a course of study in one year, but to make a leopard change his spots is yet another story. Let us remember that the aversion to progressive education is, in many instances, due to personal reasons. So it has always been with the forward march of civilization.

I suppose all of us, in some of our weaker moments, sigh for the good (?) old days when teaching was a smooth, oiled, regular process. But perish the thought! Surely none of us really want the old red schoolhouse methods, the very philosophy of which tended to breed a group of blind, unthinking robots—anything but intelligent, democratic citizens.

Our essential job, after all, is to develop the real citizen for a really democratic country. On that depends our existence.

NOTE: For an example of a democratically minded pupil, read the article by Elsie Mills, Grade IX student at Garneau Practice School, reprinted on page 44. Here is what we must strive to develop. If we can place our country's future in such hands as these, we may rest easy.

Learning the Ways of Democracy ♦

HOW can we as future citizens hope to perpetuate democracy, presupposing that Britain and her Allies are victorious and democracy survives the present storm? We must understand how it functions and be able to live and work happily in it.

Democracy had its origin in Ancient Greece where each person had to take an active part according to his sphere and ability. There was freedom of thought and of action, those priceless gifts of democracy being threatened today. With these privileges came responsibilities which the Greeks accepted and discharged. There, democracy was successful.

If, when we reach the age of citizenship, we are going to be able to shoulder the responsibilities which come with the democratic way of life, we must practise them in our homes and in school.

We have organized our class into a group known as the "Home and Room" in which we discuss our interests and problems. One committee has taken over the responsibility of attendance records, a disciplinary group is accountable for order, and still another looks after the appearance of the room. Difficulties were met when pupils, having no personal interest in the topic of discussion, didn't take an active part. We realized that we were thereby contributing to the failure of our effort and so had a frank discussion of the situation. The ensuing

period showed a different attitude. Thus, as time goes on and each person feels he must take part whether personally involved or not, we hope to form the democratic habit.

As further practice in democracy we have a Students' Union functioning for the Intermediate School. For the election, the student body was divided into two parties, "Loyalist" and "Progressive," each of which had its nominees running for the elective offices. A third group known as the "People" were free to form a party if they wished or be influenced into supporting the platform of either of the other groups. Voting was by secret ballot and room representatives acted as Deputy Returning Officers. Proceedings were carried through on a civic election pattern. The council thus elected is responsible for providing regular entertainment. A Judicial Court is to be set up and offenders will be tried with members of the student body acting as jurors. We hope to have facilities for different hobbies such as target practice for would-be hunters, and a golf school for youthful enthusiasts.

The organization and administration of all these activities will require the ingenuity and skill of each student. It will help to develop initiative, self reliance, consideration for others and all the various attributes which should make good timber for future democracy.

—ELSIE MURIEL MILLS.

RESOLUTION PASSED BY THE ANNUAL GENERAL MEETING, 1942

Duties of Members:

Be It Resolved: That it shall be the duty of each members of the A.T.A. to acquaint himself or herself with the Bylaws, Code of Etiquette and Regulations passed at the Annual General Meeting.

THIS MEANS YOU!

Ignorance of the law is no excuse.

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

STANLEY CLARKE, M.A.,
Carstairs

Editor's note:—The following article is in answer to a request that we publish specifications for a fume cabinet. I have found that a fume cabinet connected to the chimney provides plenty of draft during the winter months. However, I have had experience with one which had a separate duct straight up to the roof, without a fan. In cold weather the air and fumes came back down into the laboratory!—S.C.

HOW TO BUILD A FUME CABINET FOR A CHEMISTRY LABORATORY

By John C. Charyk, B.Sc., Chinook

An essential feature of every properly constructed and equipped chemistry laboratory is a well-ventilated fume cabinet. A cursory analysis of the "required" laboratory experiments in either Chemistry 1 or Chemistry 2, indicates that on numerous occasions it is necessary to generate noxious or poisonous gases. As such gases are injurious to the general health of the students, it is imperative that educational authorities realize this, and make provisions for the installation of a fume cabinet.

Many factors enter into the selection of a serviceable type of fume cupboard. Some of these factors are:

- (1) Room space available and convenience of access.
- (2) Number of students using the cabinet.
- (3) Location of vent ducts.
- (4) Nature of the gases requiring removal.
- (5) Amount of free working space required within the cabinet.

In view of these and other factors which may enter in specific instances, there can be no such thing as a standard design. It is only through utilizing the experiences gained by

other teachers that it is possible to work out a satisfactory solution to any fume cabinet problem.

Fume cabinets can be classified according to the manner in which the foul air is removed from them, i.e. (1) by the heating or ventilating systems of the building, or (2) by mechanical means. Generally speaking, with the exception of the vent, their structure is practically the same, so the following type-structure is recommended for the majority of small high schools.

There is such a wide range in recommended sizes for fume cabinets that a teacher is usually at a loss as to how to make a proper selection for his own laboratory. The suggested dimensions usually depend on the requirements and the space available, but utility is the principal factor, so the following size is recommended, because it has proved its serviceability in either Chemistry 1 or Chemistry 2 laboratory and demonstration work.

Width—2 ft.

Depth—21 ins.

Front height—2 ft. to 3 ft.

Back height—2½ ft. to 3½ ft.

Height of the bottom of the cabinet above the floor—3 ft.

Enduring laboratory furniture, like the sky-scraper, depends upon a super-strong frame construction, so the foundation timbers for the cabinet should be built of heavy lumber (oak, birch, or ¾-inch asbestos lumber), and the joints of each supporting frame either glued under heavy pressure or re-enforced with bolts. The counter-top should be constructed of wood 1½ inches thick, and finish-

ed with a chemically resistant material. It is often advisable to line the entire cabinet with asbestos sheeting, as this will not only make the interior of the cabinet fireproof, but acid-proof as well. A sliding sash constructed on the same principle as an ordinary house-window will provide an "enclosed hood", whereas the omission of such a contrivance will still produce a suitable "open-front" fume hood. Where metal is used for the sash, or the sash weights and chains, it must be of a non-corrosive material, such as Monel metal. If additional light is required in the hood, and windows are desired, such glass should be clear double-strength glass.

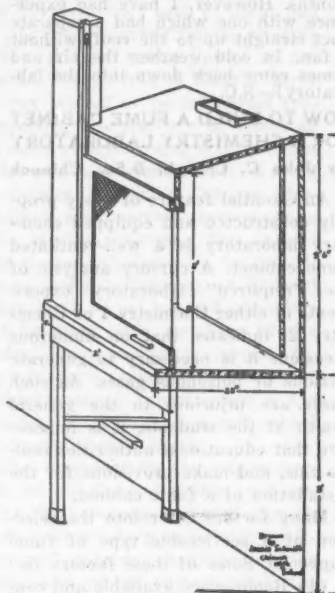
A baffle plate made of asbestos board or three-ply veneer, and located two to three inches from the back, forms a collecting chamber connecting with the top exit. The slot at the top of the baffle plate will provide an outlet for the escape of heated air, smoke and light gases which naturally float upward. A similar opening between the bottom of the baffle plate and the counter-top permits the removal of heavy gases that settle down on the working surface.

As a mechanical means of removing the fumes, a small second-hand electric vacuum cleaner, or an electric fan, is connected with the hood at the apex of the triangular top, and discharged through a pipe to the outside. If a chimney, or a ventilating shaft, or stove pipes, pass through the laboratory, it is advisable to remove the fumes by means of convection currents, accomplished by connecting the vent-opening on the fume cupboard to any of the above-mentioned heating or ventilating systems of the building.

The amount of air entering the hood can be regulated by raising or lowering the sash. Another way of controlling the air-volume is to provide the hood with a movable damper operating over the entire vent-opening.

The problem of the location of the fume cabinet in the laboratory involves several determining factors, as: convenience to the demonstration table and to the students' individual tables, convenience to the heating or ventilating systems of the building, convenience to an outside exit (preferably the roof), and convenience to a source of light.

The cross section below portrays a successful operating hood installation.



MATHEMATICAL DESIGNS

By P. Griffiths, B.A., Millet

The following seem to nonplus certain pupils: (a) the range of a variable; (b) the locus of a point; (c) straight-line and line segment; (d) positive and negative slope; (e) ordinate, etc.

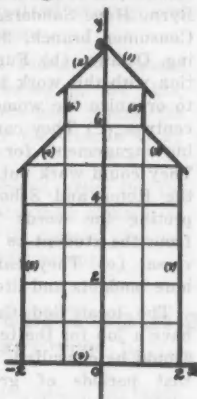
All of these ideas occur in seeking to write the algebraic description of the outline of a rectilinear figure such as the "elevation" and "profile"

of a building. The figure shows such a design, being the outline of a grain elevator, referred to a rectangular co-ordinate system.

Each part of the outline may be given an exact algebraic description. Thus, points on (7) satisfy the conditions,

(a) $x=2$; and
(b) y lies between 0 and 5.
Again, (3) may be written as $y=-x+7$, where x lies between 1 and 2.25. A nice point is for the class to agree whether corner points are to be counted once or twice in the descriptions.

Instead of considering merely the outline, the regions enclosed by different lines and curves in the figure may be described. Each region should be colored differently, and algebraic descriptions sought for all "points" of each color. Here again the descriptions of the boundary lines between



the regions will have to be settled by class agreement. The curves used need to be simple and simply related to the co-ordinate system. A figure like the barn shown in the Geom. 1 text, p. 49, will serve to illustrate. The door and window spaces and the region under the parabolic arch and above the windows could all be treated as separate regions.

The distinction in the descriptions for (a) line and curve segments and (b) regions enclosed by such segments, needs to be noted. In (a) the description will contain an equation and a statement of the range of the independent variable. In (b) the description consists of statements of the ranges of each of the two variables. Thus if x lies between 2 and 5 in. and y lies between 3 and 4.5 in., the point (x, y) lies in a rectangular region of dimensions 3 in. by 1.5 in.

Editor's note:—It was not possible to give the full algebraic descriptions for the figures, because of printing cost. The distinction made in this article between a plane region and the segments making up the outline or boundary of the region affords excellent practice in precision thinking; also it is of importance in all integration processes.—A.J.C.

SUGGESTIONS RE SUMMER EMPLOYMENT FOR TEACHERS

By MRS. W. E. WEST, Director of Women's Voluntary Services,
National War Services, Ottawa

WE have contacted the Departments of Labour and Agriculture, the Wartime Prices and Trade Board and a number of other organizations that might be of service in giving information to teachers as to what work is available both voluntary and remunerative during the summer months; the result follows:

(1) If a teacher wishes paid employment she should register at the nearest Employment and Claims Of-

fice of the Unemployment Insurance branch for information as to what work is available.

(2) Munition work needs training and experience. This is secured, however, by special courses conducted in the wartime emergency program or in the munitions plant. It is uneconomic to give such training to a person for such a limited period of employment as a summer vacation.

(3) There is a scarcity of farm

labour, particularly in Ontario, and the greatest war service a teacher whose home is on the farm can give, is to return home and work there or to register at the Unemployment and Claims Office of the Unemployment Insurance.

(4) The teachers in England have made a real contribution to general child welfare care in the evacuation centres. To be ready for such war emergencies here, as many as possible of the teachers should arrange to have St. John's Ambulance, First Aid and A.R.P. lecture courses given locally.

(5) In the congested industrial areas such agencies as the Y.W.C.A. may need volunteers to help them develop a rooms registry program. This work entails investigation and listing the suitability of rooms for the working girls who may need lodgings.

(6) Work that may be done by the consumer branch of the Wartime Prices and Trade Board entails the interpretation of this branch to their public: (a) Information concerning

this may be secured by writing Miss Byrne Hope Sanders, Director of the Consumer branch, 302 Birks Building, Ottawa. (b) Further, in connection with this work they can arrange to organize the women in their local centres. (c) They can take on speaking engagements for the branch. (d) They could work out little stunts for the Home and School Clubs, interpreting the words "Price Control" from the student to parent and vice versa. (e) They can distribute the blue booklets and literature.

The local Red Cross group may have a job for the teacher to do, and should be consulted. We must realize that periods of great stimulation, while our country geographically is not in the front line, will be infrequent, and we must address ourselves to our daily job to do it in the best possible way. Here the teaching profession of the Dominion is in a strategic position. Through its teaching it must prepare and train the youth of the country to meet the great responsibilities that will eventually be theirs.

HOME ECONOMICS

Edited by

ADA A. LENT, B.Sc., H.Ec., A.M. (Columbia)

Suggestions for Saving

By GERTRUDE CONNORS, Western Canada High School, Calgary

DO YOU KNOW THAT:

PILCHARDS at 2 for 23c (1-lb. tin) are a good substitute for salmon? They can be dipped in egg and bread crumbs and sautéed, or used in salad, or any other way in which canned salmon has been used. Chicken haddie, at 17c, can be creamed and served with baked potatoes, or mixed with mashed potatoes for fish cakes.—Salt water fish is our only source of

iodine in food, unless iodized salt is used.

PORK liver is cheaper than calves' liver and has the same amount of iron, and higher content of vitamin B. Other organs, as heart, kidney and brain are very high in vitamin B and iron and are very low in price.

MEAT roasted without searing in a slow oven of 250°-300° (Pork 325°) for 35 minutes per lb. will

yield 20% more servings than cooked by the old method of searing and moderate temperature.

BAKED potatoes retain all vitamin C; potatoes boiled in the skin, nearly all; but mashing means the loss of practically all vitamin C by oxidization.

CANNED fruit juices, after the tin is opened, retain their vitamin C content if kept in closely covered sealers in the refrigerator.

Your Sweet Tooth a War Casualty

By BARBARA FISH, Western Canada High School, Calgary

THE study of homemaking has made me realize that one of our primary problems is economy. Our families must be fed cheaply and yet have the right foods. Since the beginning of the war our variety of supplies has been cut. We have on hand a supply of sugar sufficient to keep us for about six months, but our government has asked us to cut consumption.

It is our patriotic duty to keep within the three-quarters of a pound per person per week. This does not mean that because we are rationed we go out and buy our cakes at the bakery when we usually make them at home. However, if we go a little over our ration today it does not mean that we go without tomorrow. The system is on a purely honorary basis. The Wartime Prices and Trades Board in bringing in the system said, "We are doing this because we feel that we can trust Canadian housewives." That is the greatest compliment that any government can pay to its people and it is up to every Canadian woman to see that it works. To issue ration cards would cost Canada from 12 to 15 million dollars. Canada wants to save this money for vital war work.

If there is a supply on hand why are we rationing sugar?

THIRD grade butter may be used in cooking. It is made from pasteurized cream and passes government standards.

FLOUR which is to be milled by a new process to retain vitamin B assists in digesting the yeast. It must be well kneaded and may only rise well once. Thus the bread sponge should be started with unfortified flour; then the flour containing vitamin B should be used in the dough.

1. Although there is no immediate shortage the government is looking ahead to the time when there might be one.

2. Eighty per cent of our sugar supply is imported, mostly from the West Indies. The rest is produced locally from beets, grown exclusively in Southern Alberta. In time of war shipping is very difficult. Would you enjoy your sweetened food if men were risking their lives to bring sugar cargoes to us? No, none of us would.

3. Sugar cane is vital in war industries. Every teaspoon of sugar you save goes into the manufacture of industrial alcohol needed in the arms program. This high-grade ethyl alcohol which is made from molasses goes into the making of smokeless powder, gelatin dynamite, nitrocotton, nitrocellulose and thousands of other chemicals. The production of arms must come before the palate demands of the sweet-toothed nations.

With sugar rationed, will there be any harmful effect on nutrition?

No. Sugar supplies energy in a palatable form but with no vitamins or minerals. Any reduction in sugar consumption can easily be made up by increasing the starchy foods—bread, cereal and potatoes. Nutritionists tell us that one of the faults of

the average Canadian diet is the use of too much sugar and white flour. Here is a chance to correct this fault by eating more whole grain cereals, vegetables and fruits.

If we do use too much sugar, where can we cut down?

Here are a few suggestions:

1. Make cakes without frosting, or use jelly or toasted cocoanut.
2. Use less sugar in tea and coffee, and stir them well.
3. Use fresh or dried fruits in place of rich desserts made with sugar.
4. Replace cakes with sweet biscuits, muffins and fancy breads.
5. Use tested recipes and follow them carefully to avoid the waste of other ingredients as well as sugar.
6. Serve honey and syrup on breakfast foods.
7. Eat natural sugars—honey, corn syrup, and fruits in place of candy.
8. Serve simple refreshments at parties. Naturally, all wartime parties serve simple refreshments. Both supplies and time are at a premium. Bread and loaf cakes do not require an excess amount of sugar—and no frosting. If your recipe calls for raisins or other dried fruits, cut down on the amount of sugar you use.

Will many Canadians have to reduce their use of sugar?

Families will fall roughly into three groups:

1. Those who are not using more than their ration.
2. Those who will be able to adjust their allowance and cut down where it is least inconvenient.
3. Those who are using a great deal of sugar and will have to find substitutes.

The present allowance gives 39 pounds per person annually besides the extra sugar from jams and jellies. Extra sugar will be available during

canning time. For those who are making marmalade five pounds extra sugar is being allowed, but we must not abuse the privilege.

For those whose sugar needs exceed their ration, substitutes must be found. The latter are not less expensive, in fact they cost more than sugar, but they will satisfy the craving for sweets. Maple sugar, honey and corn syrup are being used. Supplies of maple sugar and honey are limited, and if everyone tries to use them to replace sugar there will be a shortage. Saccharine, a product of coal tar, is a possibility especially in beverages. It is very inexpensive and can be obtained in either powder or tablet form.

Honey is the most obvious substitute. Special honey recipes are not necessary. With a few slight alterations the cook can change sugar recipes to ones in which honey is substituted. Whether the honey is liquid or solid make no difference. A cup of honey will sweeten a dish just about as much as a cup of sugar, so no change in amount of sweetening is necessary. Honey and corn syrup contain an acid not present in sugar and the addition of one-third teaspoon soda for each cup is essential. Because of the water present in honey the quantity of liquid should be reduced one-quarter cup for each cup specified. In a cake half honey and half sugar are used. These honey cakes have a distinctive flavor—one which is an addition to the cake. The keeping qualities of honey cakes are much better than those of sugar cakes. Honey is recommended for use in fruit cakes to be sent overseas.

On every hand we hear the complaint, "Just give me something to do." By helping the government to conserve sugar we are doing one of the small but essential duties of every citizen.

DO NOT BURN OR DESTROY THIS PUBLICATION. SELL IT OR GIVE IT TO A SALVAGE ORGANIZATION. IT IS NEEDED FOR VICTORY.
(Published by request of Wartime Prices and Trade Board)

ENTERPRISES IN STUDENT ACTIVITIES



Edited by L. W. Kunelius, M.A.,
Westlock

A page devoted to accounts of organized procedures for teaching democratic citizenship through student organizations and activities. The examples are from Alberta schools.

The editor earnestly solicits teachers and their students to submit articles for publication on this page. Mail your contributions to the A.T.A.

OUR HOME AND SCHOOL A RURAL SCHOOL STEPS OUT

As told by the Teacher,
Mrs. Jean Ferry

Our school is a small, old-fashioned log building, situated near the Freeman River in a pioneer district about a hundred miles northwest of Edmonton. It has an attendance of seventeen pupils in grades I to X. The place may sound primitive and uninviting, but actually the vision and the work of the pupils and their parents is remarkable. The Home and School Association which boasts a very active membership of twelve adults, is a vital part of the school organization.

The formation of the Home and School was really a student enterprise. The children were anxious to interest their parents in the new activity programme so they invited their fathers and mothers to come to visit the school one day. Some children planned and prepared a lunch, doing the cooking in the teacherage. Others prepared a short programme of dramatics, music and culminations of various enterprises.

Every mother arrived, bringing relatives and friends with her. The guests watched the regular school

routine for a time, examined the work and books—offering some frank but constructive criticisms—and were very appreciative of the enterprises, the concert and the lunch. At the end of the session a Home and School Association was organized. This has since met every month for two years and is a great source of help and inspiration to both pupils and teacher.

The ladies have handled the collection of all funds to purchase Christmas gifts, sports equipment, hot lunches, indoor play equipment for the winter, and extra materials needed for enterprise work. They became so interested in the activity program that they themselves have "put on a culmination" for the children every second meeting. One mother gave a thrilling talk on Mexico, presenting the school with a most artistic adobe house and patio made out of salt and flour. Another mother told of her native England before and during the last war. A group of mothers and children worked together on an enterprise on "Canada Today and in Early Days." Not to be outdone, some of the members who had come from across the border presented a most interesting enterprise on the United States.

One of the gentlemen decided that the school needed an enterprise table and another for science experiments. These he soon made and brought to school. The children love to perform experiments before their mothers, who try to look as pleased as the fathers actually are.

The parents were not at all satisfied with the awkward double desks in the school; nor were the pupils. Tables and chairs were decided upon. The Divisional Board co-operated willingly in providing several attrac-

tive tables. To obtain the necessary chairs, one of the most enterprising mothers made and donated a woolen quilt; each pupil then undertook to sell enough raffle tickets on the quilt to buy one chair. The classroom now looks quite attractive with its smart new tables and chairs. These greatly facilitate conference and enterprise work.

The Home and School Association has done much to improve the school, not only in providing materials and equipment but in supplying real, vital interest on the part of both pupils and parents toward their school and community.

Editor's Comment—Mrs. Ferry reports that the members are anxious to see the formation of neighboring Home and School Associations so that "we could have a get-together once in a while and a chance to meet other parents who appreciate the 'new education' and the opportunities now offered to young people—parents to whom no sacrifice is too great to see that their children receive the education which they seek." Her closing words should be a hope and challenge to all teachers: "Believe me, if you form a Home and School you will find just such parents . . . they are an inspiration and a marvelous comfort to any teacher."

BROADCASTS ON GARDENING

Mr. John Walker, Superintendent, Dominion Forest Nursery Station, Indian Head, Saskatchewan, is giving a series of talks on gardening over the CBC network at 5:45-6:00 p.m. MDT every Wednesday. The Executive of the Alberta Committee on Nutrition upon which our Association is represented, desires to direct the attention of the membership to these broadcasts, inasmuch as they are of real educational value.

MARGINALIA

By Dr. C. SANSOM

ARISTOTLE

I HAVE often seen it affirmed, seldom denied, that Aristotle was a very wise man. Like you and me and most other wise people he had a few things to say about education. This is one of the things he said:

"Indeed, one might ask this question, too, why a boy may become a mathematician, but not a philosopher? (in modern language, a student of social and political science). Is it because the objects of mathematics exist by abstraction, while the first principles of these other subjects come from experience, and because young men have no conviction about the latter, but merely use the proper language, while the essence of mathematical objects is plain enough to them?"

You see, in asking a question he doesn't answer, Aristotle proves that he was wise. But I think he makes his position clear, and it is to us an interesting position, because it is exactly the reverse of ours. For, while Aristotle thought that young men, owing to lack of experience, found social and political science harder than mathematics, whose objects are less complex than reality, being mere abstractions, we have largely removed mathematics from the curriculum for most of our students because it is too hard for them, and substituted social and political and economic science, which is presumably so easy that anybody can understand it. Yet as for me I have to confess that I still find radian, median, and cosine easier to define than democracy, money, and wealth. But no doubt this is because my early education along these lines was so terribly defective.

Industrial Arts

Edited by
Dr. John P. Liebo

Editor's Note: After the last issue of the *Alberta Industrial Arts Magazine* had gone out, contributions were still coming in from various parts of the province. For the time being we are unable to publish the neat work sketches that have been submitted. We shall try, however, to present this interesting material through the medium of the printed page. To those who supported our exchange of ideas we say: Thanks.

ELECTRIC FENCE CONTROLLER

Designed by Harold Whitney,
Lacombe

THERE are various commercial makes of Fence Controllers on the market, but the writer has found by experience that a very simple and efficient machine can be built from a model T Ford high tension coil. Place the wooden case in which the coil is housed before you, and have the two high tension terminals A and B point away from you. Then the low tension or battery terminal N will be to your left and the breaker point armature to your right. On top of the armature you will find a T shaped piece of copper. At the base or the bottom of this T there is the adjustment screw C; the two short ends of this T are fastened to two other bolts, D and E. For the sake of clearness make a sketch of the coil and indicate A, B, C, D, E, and N.

Construction: Cut a base, 7" by 9", chamfer edge. Mount the coil on the base with a piece of $\frac{1}{2}$ " strap iron. Two binding posts are connected by wires to A and B. The connecting wires should go under the base and must be soldered to A and B. For the ground and the negative connection with the battery solder a battery clip to N.

Pendulum and Bracket—Bend the piece of $\frac{1}{8}$ " x $\frac{3}{4}$ " x 9" strap iron to

form a bracket (Base—4", upright—2 $\frac{1}{2}$ ", and top arm 2 $\frac{1}{2}$ "). Centre punch for axel to turn freely.

Saw a piece of $\frac{1}{2}$ x $\frac{1}{2}$ x 2 $\frac{1}{2}$ " bar iron and drill a $\frac{1}{8}$ " hole in the centre for axel. Drive a nail through this hole and sharpen each end so that the bar swings freely in the bracket about 1 inch from the base. Solder pendulum to axel. Fix a small piece of wire or a nail to form a hook just under the bar. A hole may be drilled through the axel and a fine finishing nail soldered into place and bent to form a hook. Make a thin slit in one end of the pendulum. Clip off the narrow end of the breaker point and solder this into the slit, leaving about $\frac{1}{4}$ " of breaker point projecting.

Remove the breaker points from coil and the bar joining D to E. Saw bolt C flush with coil surface. Cut off the round part of the breaker point armature. Take second breaker point armature, cut off the other end and trim so that it can be soldered to first armature and have point projecting just over edge of coil box and facing inwards. Thus armature has been elongated so that revolving pendulum will make connection with it. Caution must be exercised in making a neat job of soldering the two armatures together. The new armature must have about the same flexibility as the original, otherwise the machine will not work efficiently if at all.

Next, mount bracket and pendulum in position directly opposite the end of the armature and at a distance so that the two points make a good connection.

Spring—Secure about 6 or 7 inches of the alarm spring of an alarm clock. Heat one end and form a hook so that a string (a piece of fine fish line about 3 to 5 inches

doubled) will stay on the end of the spring. Connect other end of string to hook on nail axel. Solder or rivet a small bracket on other end of spring and mount to base. Revolve pendulum so that the string has wound around axel once, and secure a slight tension on spring by an adjustment screw. Connect a wire on underside of base from bolt E to base of pendulum bracket.

Operation—Connect fence wire to terminal. A good ground wire should be attached to the battery clip. A two volt, four volt, or six volt wet battery operates the machine. The speed of the pendulum varies with the tension of the spring and some on the voltage supplied. Of course, the more voltage, the more effective the fence controller.

One wire will serve as a fence but it must be insulated when attached to fence posts. This machine will electrify about 15 miles of fence effectively.

Caution:

1. Do not operate a machine unless connected to fence wire and ground wire.
2. To prevent pendulum arm from driving armature back too far and binding, drive a finishing nail into the base about $\frac{1}{4}$ inch behind armature.
3. To prevent contact of pendulum to back of armature on back stroke, cement a small rubber patch on back of armature plate.
4. A wire soldered to D and fixed about $\frac{1}{4}$ inch to $\frac{3}{8}$ inch away from E will help to keep coil from weakening, as the current jumps this gap when shorts occur.

FLOOR POLISHER

Suggested by Dr. Carpenter

Wood, metal, concrete, and leather—all these materials may be com-

bined in the construction of a simple, sturdy floor polisher. This household implement is not only a valuable piece of equipment for the Home Economics room, it is also a General Shop project of the best type. First build a well-finished wooden box that will hold about 25 lbs. of concrete. In order to attach the concrete filling to the box, drive a number of 2-inch nails into the inner surface of the wooden case. Four small bolts are set into the small ends of the oblong case, so that their heads are at the inside while their threaded ends project about $\frac{1}{2}$ inch at the outside. When the box is filled with concrete and metal scrap, two lugs are set into the concrete in order to provide a hold for the movable handle, which may or may not resemble a lawn-roller handle. A sheep-skin is finally placed under the box, turned upwards over the four projecting ends of the bolts, and fastened with two metal bars that slide over a pair of bolts each with four wing nuts. The concrete surface may be finished by a trowelled design and the sections of this design painted in a combination of colors that blend with the color of the wooden box. The axle that holds the movable handle and goes through the two lugs should be polished with emery cloth and brought to a silver finish. If the axle is turned in the metal lathe, this effect can be obtained by a clean finishing cut. The cross-bar of the handle can be turned

"CAL" PICKLES

MEN'S SHOP

10311 Jasper Ave.,

Edmonton

Phone 26379 Res. 23287

like the cross-bar of a lawn-mower handle.

WATERING CAN

Contributed by Frank Turner,
Bellevue

Procedure: With a can opener remove the top of a quart oil tin without spoiling the factory-made seam at the top edge. Wash the can. Directly opposite the vertical seam of the can cut away a v-shaped section, 1½" wide at the top and 2" long at each side. For the spout cut a piece of tin from another can, in the shape of an equilateral triangle, 3¼" each side. On two of the sides fold hems, ¼" wide, bent so that they remain about 20 degrees open. Trim the third side to a suitable curve and bend the spout to its proper shape. The hems should fit over the 2" sides of the v-section that had been cut from the

container. Clean all spaces that are to be soldered and then solder the spout in place. The handle consists of a piece of tin, 1½" by 8" or 10". At the 8" or 10" sides fold hems, just wide enough to have them meet. Bend the handle and solder it in place at the top of the can, directly opposite the spout. Next solder the other end of the handle to the container. Smooth the soldered joints first with the hot soldering iron, then with emery cloth, and finally with steel wool. Give the can a coat of metal primer and finish with enamel paint.

Use: This can may be used for watering plants in the house, in the school room, and in the garden. It is also suitable for measuring liquids. If the work has been done well, the can may serve as a coffee or tea pot when the students go on a hike.

Obituary

With the passing of MISS MARY BULL at Vancouver in October, 1941, at the age of 70 years, one who had made a splendid contribution to the teaching profession in the Province of Alberta was removed from the scene of most of her activities. She was born in Ontario and started her career as teacher in Orangeville, Dufferin County, where she spent three years. The West, however, had a strong appeal for her and she came here in 1898 where she was engaged at Pincher Creek and remained on the staff of the Public School until 1930, when she retired to the west coast. During the long period of her service at Pincher Creek she was ever zealous in the activities of her profession, always an interested worker in the development of better conditions for the teachers of Alberta, and a staunch supporter of the A.T.A. from its inception.

Nor were her activities devoted to the needs of teachers alone. She was ever ready to promote anything considered to be in the interests of better education, and at all times remained abreast of the times, enjoying the distinction of being one of the foremost primary teachers in the Province. Not confining herself to professionalism alone, as a community welfare worker she could always be relied upon for a splendid contribution. Red Cross work throughout the district found her willing and capable hands always ready to answer any appeal. Her hospitality was unbounded and her door always open to admit those from outlying points who needed care and shelter when hospital accommodation was not available, as many an early settler will recall. The strangers within our gates too had a friend who always welcomed them to the new country and shared with them the comforts of her home.

The Pincher Creek School Board have erected a tablet in the school to the memory of Miss Bull, circularizing ex-pupils for contributions for this purpose. Funds have rolled in, and the feeling is shared that such service as was rendered by her is but meagerly acknowledged by this tribute to her memory.

How do your Pupils rate in this Dental "Question Bee"?

Ask your pupils to answer "True" or "False" to the statement with each picture. See what marks they get. It's an interesting way to help teach them important facts about modern dental hygiene.



↑ These children are learning how to keep their smiles bright. True or False?

TRUE. The teacher is showing them the way to massage their gums. The index finger is placed outside the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Every time the teeth are cleaned, gums should be massaged, for sound teeth depend upon healthy gums and a bright, sparkling smile upon both.



← Soft foods are better for teeth and gums than hard foods. True or False?

FALSE. Hard foods are better because they require lots of chewing, give gums the exercise they need. Because we eat soft foods so often, we should provide our gums with extra stimulation by massaging them with Ipana.



← Parents as well as children should massage their gums regularly. True or False?

TRUE. In fact, many parents have learned about gum massage and its value from their children. Thus, in thousands of schools, the classroom drill in gum massage is often a direct benefit to the dental health of the whole family.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1238 Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

BOOK REVIEWS

By T. D. Baker

Peter's Adventures in the Out-of-Doors: Ryerson Press, Toronto. pp. 210; 95c. By Muriel Miller; illustrated by Viola Thomson.

Timothy Taylor, Ambassador of Good Will: Longman's Green & Co. \$1.35. By Helen Husted; drawings by A. Mireur.

Just Mary Again: published for the Canadian Broadcasting Company by W. J. Gage & Co. Limited. pp. 153; \$1.00. By Mary Grannan; illustrated by Georgette Berckmans.

(1) Here are three books which will be of interest to every school.

Peter's Adventures is a delightful nature story for grades V to VIII. Well indexed, this book has a wealth of nature lore which was prepared under the direction of a committee of biologists, foresters and sportsmen. With his father, Doctor Thurston, and Hunter Joe, Peter goes fishing in the lakes and streams of Algonquin Park where we learn with Peter the various kinds of fish, their lives and habits, and what it means to be a real sportsman. Peter and Sally Go Bird Watching accompanied by Sally's father, Professor "Biologist Bill" Norton who helps them to see and understand the habitat and adaptations of the birds of the woods. Finally Peter Turns Forester and again a friendly specialist, Forester Jack, helps us in a most natural manner to understand the wonders about us as we visit the forest which surrounds Nawakwa Farm. This is a most desirable book for the library—it is unfortunate that its abundance of information is not accompanied by a more liberal use of illustration.

Timothy Taylor has already captured the hearts of everyone from six to sixty. Read it to Grade I or to Grade XII. They will all love it. Dad

went to win the war, leaving Timothy to run the place while mother "bicycled every day to a hospital several miles away". Then comes the day when, his father home on leave, it is decided to send Tim to Aunt Lee, his mother's old school friend in America, where life will be free from those disruptions which cause his nanny to exclaim,

"Drat these Germans, I always said
A child should never be waked from bed
To go gallivanting over the place."

Preparations for Timothy's departure are completed and, homesick but brave, he sets out for America. Here he began the work of making new friends and found that

"The way to do it was to smile.
Of course each one smiled back at Tim,
As eager to be friends with him."

On the ship he meets a pretty black-eyed Czech—a round-faced Pole

"Whose home had now become a hole,
(It once had been a charming flat;
A bomb had taken care of that.)"

—a little German Jew whose scared eyes never looked at you for he hadn't yet made up his mind that anybody could be kind—a Dane—a Finn—a French boy with a violin. In America Tim is accepted by all but Susan, who expects more praise for ice cream than "not too bad" and who decides she doesn't like anything British, especially boys. However, Timothy rescues Sue's dog Snowball and

"When Tim led Snowball through the door
Sue was his friend forever more."

We are all familiar with the stories told over the radio every Sunday when "the C.B.C. presents Just Mary with her original stories written and told by herself for very young listeners." **Just Mary Again** is the second collection of stories presented in permanent form for the children who have enjoyed them over the radio. There are more than eighty delightful illustrations scattered through the sixteen stories which only Mary Grannan can fill with such a joyful wonderland of childhood fancy.

Have You Seen Page 25?

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ACADIA VALLEY

A meeting of the Acadia Valley Sub-local was held at the home of Mrs. Neilson on March 21st. The roll call on "How I Teach English" revealed very helpful methods on the teaching of Language and Literature in various grades. A committee was appointed for the planning of a programme for Field Day to be held in Acadia Valley, about May 28th. The members of the Sub-local have now definitely decided to purchase a projector at the earliest possible date. A most delicious lunch was served by Mrs. Neilson.

ACME-BEISEKER

The teachers of the Acme-Beiseker district met in the Beiseker School on the evening of March 26th. There were nine members present. Business included: (1) The preparation of plans for the newsletter of the Local; (2) Discussion of Festival work; (3) Discussion of Sports Meets. Mr. Folkard was chosen as delegate to the Easter Convention. Speakers were chosen for our next meeting. We enjoyed a talk by Mr. Eyres on the coming revision of the High School Curriculum. At the next meeting we intend to discuss and line up schedules and plans for spring sports.

BARRHEAD

The March meeting of the Barrhead Sub-local met at Barrhead on Saturday, March 14th. Very interesting pantomimes were presented by Grades I-VI of the Barrhead School. The primary pupils under the direction of Miss Allan presented "The Three Bears", while the Division II pupils, under the direction of Mrs. Doherty, presented "The Song My Paddle Sings". The business part of the meeting touched upon the following points: nomination for geographic representative, report on the cost of living bonus, election of the president and nomination of the Sub-local councillor. A delicious lunch was served by the Manola teachers, Mrs. Oestreich, Mrs. Schramm and Miss Prill.

BLACKIE

The third meeting of the Blackie Sub-local A.T.A. was held in the Blackie School on January 28th at 8.30 p.m. The meeting consisted mainly of an illustrated lecture by Mr. Ray Fowler of Maseppa, on the topic of Fossils. His collection of nearly 200 specimens proved so interesting that the business meeting consisted of only a short report by Mr. J. Wilson on the Salary Schedule Committee. Lunch was served by the Blackie teachers.

The fourth meeting of the Blackie Sub-local A.T.A. was held in Herronton School on March 18th. Reports were given concerning action taken toward holding a large meeting of several Sub-locals with the district representative present. The diffi-

culties in holding such a meeting were presented. Mrs. Hallbutt of Mossleigh was elected to be our representative for the High School Programme Revision Committee which is to meet during Easter Convention. Miss Irene Shier was elected to be a delegate. Mr. J. Wilson reported on the last meeting of the Salary Schedule Committee. A lengthy discussion followed. Cost of living bonus was mentioned. As the committee has lost two members, Miss Standly was nominated as a new representative. The next meeting will deal chiefly with arrangements for the Sports Day. A pupil from each school will be asked to help draw up a softball schedule.

BOW VALLEY

An interesting meeting organized by the Carseland members of the Bow Valley Sub-local was held in the Strathmore High School Wednesday evening, March 11th. After discussion centering around the minutes of the former meeting, Mr. Crowther reported on correspondence received concerning salary schedules and cost of living bonuses. Interesting charts showing complete data re schedules for all the Alberta School Divisions were studied. In comparing figures for the Wheatland Division with the average for other divisions it was noted that the operation costs per room were relatively high while the percentage of total teachers' salaries to total income was lower than might be expected. A letter from the Head Office stressed the importance to both teachers and school boards of organizing and making representations to the provincial government pressing for increased school grants to facilitate payment of cost of living bonuses to teachers. The matter of a hospitalisation scheme for teachers is also receiving attention and teachers are urged to express their wishes in this respect prior to their next Annual General Meeting. In dealing with the Sports Meet a resolution discouraging the inclusion of team games was adopted. Members acknowledged the value of such games but felt such additions would overcloud an already cumbersome programme. In pursuit of the Local's desire to promote general community social services it was decided to invite Dr. Summer-ville of High River as guest speaker for the April meeting. He is an enthusiastic proponent of the new Health Units. Local folk would be welcome and it would afford a splendid opportunity to clear points of criticism. Mr. MacKenzie, Carseland, gave an interesting report on Health Units. Mr. Worger, Carseland, then gave a Book Review on the much discussed book "Union Now" by Streit. Interesting games and a delightful lunch helped to complete an unusually pleasant evening.

BRUCE

The Bruce Sub-local met on February 14th with eight members present. The main topic for discussion was Sub-local festivals and local adjudicators. Miss Nellie Lindsay gave a report on the last executive meeting. Miss Mary Peake was nominated to replace Miss Fleming as convention representative. A delicious lunch was served at the Bruce dormitory by Misses Lindsay and Westbrook. At the March meeting of the Bruce Sub-local a report was given on the festival by Mr. Hemphill. Price Control was discussed. A report on the last executive meeting was given by Miss Lindsay. Miss Eileen Davis was nominated as delegate to the Calgary convention. Lunch was served by Misses Bruce and Malcolm.

BULWARK

On the afternoon of March 14th the Bulwark Sub-local met at the home of Mr.

and Mrs. Pearson. Mr. Beeching, R.C.M.P. of Coronation, as guest speaker, gave a very interesting talk on "Juvenile Delinquency". A delicious lunch was served by Mrs. Pearson. At the April meeting the teachers expect to complete plans for the Sub-local's eliminations in sport events, listed on the program of "Finals" to be held sometime in May.

CASTOR

On March 7th the Castor A.T.A. Sub-local met at the home of Mr. J. Ellingson. Arrangements for the concert on March 30th were made. After the meeting adjourned a very enjoyable lunch was served by Mrs. Ellingson.

On March 28th the Sub-local met at the home of Miss Velma Caddey. The concert programme was read and accepted. Mr. Sorenson gave a report of the meeting on cost of living bonus in the City of Edmonton. A lively discussion followed. Mr. Sorenson also reported on the Track Meet. After the meeting adjourned refreshments were served. Over \$55 was realized for the Castor Red Cross from the Sub-local concert.

CLANDONALD-DEWBERRY

A meeting of the Clandonald-Dewberry Sub-local was held in the Clandonald Separate School on February 21st. The discussion centered around Mr. Bussard's questionnaire regarding the High School Curriculum, and festival. It was decided to defer the festival for this year in view of the fact that schools were late in opening.

The elected officers for the following term are as follows: President, Mr. S. Brimacombe; Vice-president, Mother Gabrielle; Secretary-treasurer, Miss D. E. Oldenburg; Press Reporter, Miss M. Olsen; Counsellor, Mr. L. Hergott.

CLARESHOLM

The regular meeting of the Clareholm Sub-local A.T.A. was held in the Clareholm School on Saturday, March 14th, with the president, Miss M. Edlund, in the chair. Arrangements were made to hold a meeting to study revision of the High School Course of Studies. Miss E. McVesty was chosen to be delegate to the Annual General Meeting. A motion authorized the payment of the final instalment on the motion picture projector. A dainty lunch was served by Misses Coutts and Edlund.

CLOVER BAR

At a regular meeting of the Clover Bar Sub-local of the Alberta Teachers' Association held in the Masonic Temple, Miss E. Stewart of the Clover Bar Health Unit, addressed the teachers on "Home Nursing." She stated that a committee had been formed under the direction of the Department of Public Health to organize home nursing for men and women throughout the province. This is a measure of national preparedness in the event of the outbreak of an epidemic during or after the war. Mr. McKenzie, from the Edmonton Youth Council, asked that members of the district donate their blood for the Canadian blood bank. He pointed out that those who do so will perform an important service in this war. (A word to those who were absent—Come to our next meeting to hear the highlights of the Easter Convention.)

COALDALE

The April meeting of the Coaldale Sub-local was held on Tuesday, April 14th, with about fifteen members present. A report of the Easter Convention and also a detailed report re finances were both interestingly

given by Miss Bessie McCully. An introductory discussion on Curriculum Revision followed, to be continued in our May meeting, led by Mr. E. T. Baker. All enjoyed a hearty lunch prepared by Mr. and Mrs. Hughes, Miss Brown and Mr. Allan of Crystal Lake School were appointed to serve refreshments at our May meeting—we hope they will note this report.

COLINTON-PERRYVALE

The March meeting of the Colinton-Perryvale Sub-local was held in Colinton on March 14th. Miss Buchholz, representative on the Salary Negotiating Committee, gave a progress report. An adaptation of Danish Gymnasium Fundamentals was presented. Mr. Hodgson led a most interesting discussion on The Role of the Supervisor. Lunch was served by Miss E. Hopps and Mrs. Day.

CROW'S NEST PASS

Monthly meeting of Crow's Nest Pass Local was held in Blairmore School on February 25th. Mr. Cousins, Miss Seldon and Mr. Marcolin were selected delegates to the A.G.M. Mr. J. Morris of Bellevue was appointed Secretary-treasurer, to replace Mr. George Clayton, who has enlisted in the R.C.A.F. A hearty vote of thanks was given to Mr. Clayton for his good work in the Local and wishes were expressed that he soon return to us. Mr. S. White of Blairmore was nominated for Geographic Representative for S.W. Alberta. Reports on the aims and objectives of the Course of Studies were given by Mr. F. Slickoff for Bellevue Sub-local, Mr. D. McPherson for Blairmore and Miss Graham for Coleman. Lunch was served in the Domestic Science room by Blairmore Sub-local.

CZAR-HUGHENDEN

Members of the Czar-Hughenden A.T.A. Sub-local held their regular meeting in the Czar School on Saturday, March 7th. Gates Reading Tests which are being used in the schools, were discussed and suggestions made for remedial work. Mr. R. Hougland was appointed delegate to the A.G.M. in Calgary.

DAPP-JARVIE

The members of the Dapp-Jarvie Sub-local met for a most successful rally in Jarvie on Saturday, March 8th. After the business meeting Mr. Kunelius, our superintendent, gave us a useful talk on what he was expecting to find as he visited the schools. School problems and equipment were discussed, and then we adjourned to the Pembina hotel where supper was served by the Jarvie teachers. Here talk, discussion and exchange of stories made time pass very pleasantly and profitably until bus time. It is to be hoped that this is the first of many such rallies.

DELIA-CRAIGMYLE

The March meeting of the Delia-Craigmyle Sub-local was held in the Delia School

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at 7:30 on March 2nd. A small minority of the teachers was present. Following a discussion of salary schedules, the High School Programme of Studies, and various school-room problems, Miss Humberstone reviewed the chapter on Singapore from the book "Inside Asia." After adjournment of the meeting the teachers were invited to the home of Mrs. Chase where they enjoyed a tasty lunch.

EDSON

During a recent meeting of the Edson Local, it was reported that the Edson School Board has agreed to make the annual increment effective from date of employment, and has granted a cost of living bonus of \$6 to single and \$10 to married teachers. Miss O. Anderson, convener of the Nutrition Committee, was complimented on the splendid work that has been done in preparing hot cocoa and soup for the children taking lunches to school. A Red Cross Committee has been formed to work in conjunction with the Edson Red Cross Society toward an accelerated war effort. Appointees are Mrs. E. Ostway (convener), Miss A. Simonson, Miss R. Bell and Mr. P. Wells. Mrs. Ostway reported that the High School is now carrying on salvage work and that the Elementary School children are making afghans, scrapbooks and collecting tinfoil. It was suggested that in the Intermediate School the boys and girls be organized for shop, sewing, and handicraft work. Mr. G. C. French and Mr. E. C. Sterling were named as delegates to the A.G.M. at Calgary.

EDSON RURAL

The meeting of the Edson Rural Sub-local was held in the Edson School on Saturday, February 28th. A short discussion of the new salary schedule was held and Mr. Kuebach gave a brief progress report. Mr. Rees gave a very interesting and beneficial talk on "Reading." This was greatly appreciated by all. A brief discussion followed after which the meeting was adjourned.

EVANSBURG-WILDWOOD

Mr. Stonehocker, the president, gave a review of the latest developments with regard to salary negotiations at the March meeting of the Evansburg-Wildwood Sub-local. After reading and discussion of a letter from Mr. Rees, our superintendent, regarding libraries, teachers were asked to send their suggestions to Mrs. Platt or Mrs. Hellekson. Additional books are to be supplied to travelling and basic libraries. As had been arranged, the remainder of the meeting was taken up by the teachers present dividing into groups and preparing reading tests. Please remember to bring suitable selections for Division Three to the May 9th meeting which will be held in Evansburg. Committees stopped work to enjoy lunch served by Mrs. Johnston, after which some of the members completed their assignments of the afternoon.

FORESTBURG-GALAHAD

The Forestburg-Galahad Sub-local met

at the Hastings Coulee teacherage on Saturday, March 21st, with the Hastings Coulee staff as hosts. Discussion took place regarding the A.G.M. resolutions. Mr. I. C. Birdsell was appointed delegate. Arrangements for the showing of National Film Board pictures were also discussed, and matters in connection with the Musical Festival talked over. Mr. Riley led an open forum discussion on the teaching of English and the general effects of Progressive Education on results in High School English. At the close Miss K. McRoberts and Mrs. J. Briggs served a very tasty lunch.

GRAND CENTRE

The Grand Centre Sub-local met in the High School room of the Cold Lake school on January 10th. Cost of Living Bonus was discussed and the Salary Schedule Committee instructed to meet the divisional board to negotiate a bonus. The music appreciation course was discussed and the records recently purchased were heard by the teachers.

The February meeting was held at the Grand Centre school on February 7th. Mr. J. Stonehocker was elected secretary-treasurer to replace Mrs. E. Cunningham. Superintendent Sylvestre spoke in favor of Study Groups. He also recommended that we continue with our plans for a Spring Festival. Mr. Stonehocker reported on salaries. A motion was made that each member present write letters contacting as many M.P.'s and Cabinet ministers as possible, regarding the need for a cost of living bonus for the teachers. Mr. Sylvestre also spoke in favor of the Motion Picture Circuit of our Sub-local holding shows during school hours. Mr. Lucien Landry, president of the Bonnyville Local, was also present at our meeting.

The March meeting was held at the home of Mr. Fergus Milaney at Beaver Crossing. Correspondence from M.P.'s and Cabinet ministers regarding cost of living bonus was read. The report of the Sports Committee was read and adopted. The eliminations of the spring field meet are to be held at Cold Lake on May 16th and the finals at Bonnyville on May 20th. Miss Reed, teacher of the Cold Lake High School, gave a very interesting outline of criticisms of the high school curriculum. As practically all the teachers in the Sub-local have been changed within the last year or are being changed, they decided against holding a spring festival. Study groups are to be instigated as soon as possible.

A second March meeting was held at the Grand Centre School on March 28th to deal with the resolutions for the A.G.M. convention at Easter. These resolutions were read, discussed and the delegate, Mr. Fabian Milaney, instructed how to vote. A report of the latest Motion Picture Circuit was read showing a slight balance, which was sent to the Department of Extension as a payment on the principal still owing.

GRANDE PRAIRIE

The Grande Prairie Sub-local held its regular monthly meeting in the Grande Prairie High School on Saturday, March 7th. After the necessary business matters were attended to, and our very helpful Speech Training Period conducted by Mr. J. Tracy, the members were given a most interesting talk on Persia. Mr. Reid, at present stationed in Grande Prairie, spent several years in Persia, and all the interesting and varied experiences about which we heard came as firsthand information. At times we almost envied Mr. Reid his wonderful opportunities of experience, but again there were times when those who listened realized

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GRASSWOLD

The fourth meeting of the year of the Grasswold Sub-local was held at the home of Mr. Salt in Rosebud on Thursday evening, March 6th. Correspondence was dealt with and a questionnaire pertaining to the cost of living bonus and Salary Schedule was thoroughly discussed. A delegate was appointed and resolutions drawn up for the Easter Convention. At the close of the business meeting a very dainty lunch was served by the teachers of the Rosebud district.

HIGH PRAIRIE

The regular meeting of the High Prairie Sub-local was held in the High Prairie primary room on Saturday, March 7th, with fifteen members present. After the business meeting Mr. MacEachran reported on action taken by the A.T.A. in regard to cost of living bonus. Discussion of The School Act was set aside until the April 18th meeting. At the close of the meeting a delicious lunch was served.

HUSSAR

The teachers of the Hussar Sub-local met at Hussar on February 20th. Further arrangements for the Music Festival were made, the date set being May 1st. Superintendent R. McCullough gave an interesting talk on general matters. In the afternoon Mr. Betton, principal of the Cluny High School, demonstrated visual education with a new projector which the School Division has purchased. These pictures were viewed by pupils, parents and teachers and were interesting and valuable to all. It is expected more of these pictures will be shown.

INNISFAIL WEST

The Innisfail-West Sub-local met at the home of Mr. and Mrs. Castella on March 12th, the meeting having been postponed one week. Mr. Castella gave a report of the meeting held in Edmonton on March 7th at which he represented the teachers of the Rocky Mountain Division. Some discussion followed. Health examinations also came in for some discussion. We all enjoyed the lunch served by Mrs. Castella.

INNISFREE-RANFURLY

Innisfree-Ranfurlly Sub-local held their third meeting of the year in Innisfree School on Saturday, March 1st at 2 p.m. The main discussion concerned the arranging of transportation to Vegreville for the large Local meeting in April, with regard to cost of living bonus. As Mr. Archibald has enlisted in the Air Force, Mr. Waddell was unanimously elected councillor to replace him. Arrangements were also made to send Mr. Waddell as delegate to the Convention in Calgary during Easter Week. Following the adjournment, the members were entertained at tea in the home of Mr. and Mrs. Waddell.

IRMA

The March meeting of the teachers of the Irma Sub-local was held in the Irma High School on March 7th. Superintendent Watkin gave a talk on "The Aims of the Teachers in the Modern School". In his talk he gave a very practical philosophy of present-day education. His remarks were very much to the point and contained none of the technical terms we meet in many of the lectures heard elsewhere. A short discussion period followed. At the close of the meeting lunch was served by the Irma teachers.

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LA COREY

The monthly meeting of the La Corey Sub-local was held in the La Corey School on March 14th. A discussion was held concerning the Salary Schedule. It was also suggested that our remaining meetings take place on week days so that teachers may have Saturday as their "free" day. An appeal by Miss Becker that our meetings include pupil demonstration, guest speakers, debates, etc. bore fruit when Sister St. Gaetane of La Corey graciously offered to have her rhythm band entertain us at our next meeting. It is hoped that all teachers make an effort to attend, and may we also put in a "gentle" reminder that the meetings are in the La Corey school and not in the premises of A. Limoges & Sons. Furthermore, would those teachers interested in the festival kindly notify Mr. Leland at once as our committee work has been retarded on account of non-co-operation on the part of the teachers.

LEGAL

The officers of the Legal Sub-local of the Sturgeon Local were elected on February 3rd at the home of Mrs. Marie A. St. Martin as follows: President, Mr. Sylvain Lefebvre; Vice-President, Miss Germaine Houle; Secretary-Treasurer, Mrs. Speer; Press Correspondent, Mrs. Marie A. St. Martin; Councillor, Mr. Sylvain Lefebvre.

On March 3rd the regular monthly meeting of the Legal Sub-local was held at the home of Mrs. Marie A. St. Martin. The subject of discussion was Remedial Reading. Other discussions of various problems took place. At the close of the meeting lunch was served.

LETHBRIDGE NORTHERN

The March meeting of the Lethbridge Northern Sub-local was held at Picture Butte on March 4th. A good proportion of the members attended. A discussion was held regarding the suggested Spring Festival. It was decided not to hold a district one, but that members should substitute in their own localities any activity they consider suitable. Following this the meeting heard the report of their member of the salary negotiating committee. Mr. Holman informed the meeting that the Lethbridge Divisional Board were willing to restore the three per cent cut in salaries, retroactive to January 1, 1942. The members decided to accept this, but to continue to press for a cost of living bonus. A vote of thanks to Mr. Holman for his work on the negotiating committee was then moved. A social meeting followed, with games, dancing and an excellent lunch served in the Home Economics building by the Picture Butte committee.

LOUGHEED-SEDEGWICK

The regular meeting of the Loughheed-Sedgewick Sub-local was held in Loughheed School on Saturday, March 7th. Mr. T. Clouston, Divisional Trustee, was a guest.

Since the Sedgewick teachers who were to give talks on Social Studies and Primary Activities were unable to attend, Miss S. Burden demonstrated Art work done in tempera colors, explaining the advantages these have for young children for mixing and for painting over other colors. Details of technique were given and then the group, including Mr. Clouston, enjoyed a half hour of self-expression using tempera showcard colors. This capable handling of the activity method with a group of teachers brought them instruction, insight and pleasure. Thank you, Miss Burden. Lunch rounded out the day.

The regular meeting of the Loughheed-Sedgewick Sub-local was held in the Loughheed School on April 18th with ten other teachers also present. The track meet came in for a short discussion. The festival which is to be held on May 1st in Loughheed was planned carefully. Final arrangements were made and the timetable drawn up. Mr. George Clarke, delegate to the A.G.M. delivered his report which proved very instructive and interesting throughout. He dealt fully with the work done by the Salary Schedule Committee and reported on the activities of several of the other committees. Our thanks to the delegates for the work they did.

MORINVILLE

On February 27th the teachers of the Morinville Sub-local met at the home of Miss Brugeyroux. During the evening Dr. Brotman led an interesting discussion on health problems. At the close of the meeting lunch was served.

MUNDARE

The monthly meeting of the Mundare Sub-local was held on March 20th at the Mundare School. Mr. Worbeta, secretary of the Lamont Local reported that at the last meeting of the Divisional Board they had agreed to cancel the five per cent reduction from the basic salary as well as to add a cost of living bonus for all teachers. Misses Marie Baron and Nellie Salamandick were appointed delegates to the Calgary Convention. After the meeting a most pleasant social evening was enjoyed at the home of Miss Gim Lan Moon, teacher of Silver Lake School.

ONOWAY

The reorganization meeting of the Onoway Sub-local was held on November 22nd in the home of Mr. Stolee. Officers were elected for the year. The first meeting of 1942 was held in the brick school, Onoway, on January 24th. Feature of this meeting was a demonstration by Mr. A. Aldridge of a Shop Course taken by him at Summer School. Six Onoway Intermediate and High School pupils took part in the demonstration which was interesting and profitable to all present. Following the meeting an enjoyable lunch was served by Mrs. M. Clague.

The February meeting took place at the home of Mrs. L. E. Olivier on February

21st. Superintendent McDonald was present, and all teachers enjoyed an informal discussion regarding plans for the Annual Musical Festival. Mr. McDonald also brought up other matters of interest, stressing the importance of teachers in the large divisions co-operating with the local school boards to the fullest possible extent. After adjournment a delicious lunch was served by Mrs. Olivier.

OYEN

The Oyen Sub-local met at Oyen School on March 14th. A discussion took place on the feasibility of a Festival, Track Meet or Concert. Mr. A. Goddard suggested that the Oyen Sub-local organize a Track Meet for May, open to all schools wishing to participate, particularly those of the Sub-local. The Sub-local accepted an invitation to attend the Cereal A.T.A. meeting on April 18th. An enterprise "Sunbonnet Sally and Overall Jim Develop by Expression" was given by the pupils of the Oyen Primary room. Mr. C. Gullekson gave a clear and interesting outline of the book "Psychology of the Elementary School", stressing the value of attention and grammar in the present schools. A dainty lunch was served by the Oyen staff.

PICARDVILLE-BUSBY

The regular meeting was held in Picardville at the home of Mr. Corneliussen on March 20th. Mr. Morris was asked to find out the alterations made to the Bon Accord Track Meet programme. Mr. Corneliussen will then call a meeting of the Picardville-Busby Track Meet Association, to reorganize. Mr. Corneliussen gave a report on the recent meeting of the Sturgeon Local in Edmonton.

RADWAY

The eighth meeting of the year of Radway Sub-local was held on March 13th in the Radway Hotel. Due to very muddy roads some of the teachers were absent. President Styra reviewed how this Sub-local's policy of surveying the critical situation of teachers and acting thereupon has been vigorously carried on. Vice-President Thompson, as chairman of salary negotiating committee, explained how through protracted and bitterly contested negotiations an agreement was reached granting the teachers an \$84 a year bonus. Miss A. Klebak reported the Sub-local's finances to be satisfactory. Miss E. Fox, who is in charge of the film projector, reported on the visual education efforts and that all indebtedness on equipment has finally been paid off.

Miss G. Strojich of the Music Festival Committee answered questions pertaining to this year's programme. Miss E. Fox and Messrs. V. Kupchenko, N. Thompson and A. J. Styra were elected to represent the teachers on the parent-teacher committee for studying proposed changes in the High School programme. Further donations collected for the Cigarette Fund were handed to Mr. Thompson, who explained that another \$20.00 is about to be sent away. The Sub-local executive was asked to keep an eye upon alleged efforts to influence local school boards to ask for transfer of regular teachers to less favorable localities in order to accommodate someone temporarily returning to teaching. Mr. Styra, as councillor to the local executive, assured that if need arises, the matter will be suitably dealt with.

REDWATER-OPAL

The regular monthly meeting of the Redwater-Opal Sub-local was held at Amella on March 4th. Mr. John Pasemko reported his investigation concerning a generator for

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the motion picture machine. He also gave a resume of the Executive meetings while Mr. John Sywolos reported on the Divisional Track Meet. The preliminary track meet of the Sub-local is to be held at Redwater on May 22nd. By acclamation Mr. John Pasemko was elected delegate to the A.G.M. To assist in financing activities of the Sub-local it was decided to hold an Amateur Night at Redwater. Plans for the promotion of a social event to raise funds for war purposes were tabled until the next meeting. A tasty luncheon was served by our hostess, Miss Anne Rudyk.

ROCKY RAPIDS

The February meeting of the Rocky Rapids Sub-local was held at Rocky Rapids. The councillor, Mrs. Wasylshyn, gave an interesting report on matters of chief concern to all teachers, resulting from the Local's recent meeting. Miss Hein was chosen track meet representative. Miss Harrison and Miss Hein served lunch.

The March meeting was held at the Moon Lake School. The cost of living bonus and the Easter Convention were discussed. An educational demonstration of folk dancing was enjoyed by all. This was followed by a delicious lunch served by Mrs. Wasylshyn.

SCAPA

The March meeting of the Sub-local was held in the Weise teacherage on the 11th. Miss Morton reported that the Salary Committee was unsuccessful in its negotiations with the School Board. It was decided to obtain slides from the University of Alberta to be shown jointly to all the schools of the Sub-local. The Sub-local supports the Executive re the cost of living bonus. After the business period Miss Kelly presented a report on "Social Studies in the Junior Grades", exhibiting an abundance of excellent reference material and numerous fine samples of class work. A lively discussion followed. At the close of the evening Miss Morton served a tasty lunch. On March 20th the Sub-local sponsored the showing of slides illustrating the Southwestern Pacific. The afternoon programme was given in the Scapa Hall when about ninety children and many interested adults attended from the surrounding school districts.

SEBA

A meeting of the Seba Sub-local was held at the home of Mrs. Ross on February 28th. The councillor gave her report on the Local meeting. We were notified that Mr. Tanasiuk was appointed to the executive of the Track Meet Committee. May 22nd was set as the tentative date for the Seba Sectional Track Meet. A very interesting discussion on Current Events was led by Mrs. Ross. A most delicious lunch was served by Mrs. Tanasiuk and Mrs. Ross. All members are requested to attend the next meeting which will be held at the home of Mrs. Craig. Miss Grace Pattullo invited the teachers to hold the May meeting at her home. She promises to give us a very interesting talk on Australia.

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SPIRIT RIVER

A meeting attended by the majority of teachers in the Spirit River Local was held at Wanham on March 21st. The Salary Negotiating Committee reported that their efforts on behalf of the teachers to settle the salary schedule for the year 1941-42 had proven ineffective. It was unanimously agreed that the entire problem be put in the hands of the A.T.A. who will negotiate on their behalf.

STONY PLAIN-SPRUCE GROVE

The Sub-local executive met on January 31st with all members present. After a discussion of High School curricula a revision committee was suggested with Mr. Overbo as its convener. The negotiating committee reported that the teachers had ratified the new salary schedule.

On February 21st Stony Plain-Spruce Grove Sub-local held its regular meeting with all members present. Mr. T. Baker was also present. Resolutions were read and delegates to the A.G.M. were chosen. Track Meet representatives were chosen and nominations for the A.T.A. Executive presented.

March 28th the Executive held its meeting with Mr. Tarlton as chairman. As member of the delegation regarding the cost of living bonus, he made a report of the meeting. The general feeling of those present was that the basic salary should be raised so as to retain the services of our best teachers. Delegates to the A.G.M. were: Misses Hein, Dekane and Makovichuk, Mr. Tanasiuk and our president, Mr. H. Anderson. A meeting of the Track Meet representatives followed this meeting. Regrets were expressed at the departure of Mr. Fred Tarlton to take up his services with the Air Force. Our best wishes go with him.

SWALWELL

The March meeting of the Swalwell Sub-local was held in the Swalwell High School on the evening of Thursday, March 12th. Mr. J. Collins introduced a discussion on "The Activity Programme", and this was continued by Miss E. Fuchalk, who spoke on "The Teacher's Role in the Activity Programme." Following this discussion, Mr. F. Webber spoke on the topic, "The Far East in World Politics."

The regular monthly meeting of the Swalwell Sub-local was held in the Swalwell High School on Thursday, April 16th. The delegate to the Convention, Mr. W. R. Eyres, gave a comprehensive report, which was discussed at length. The plans for the spring track meet were also discussed. Further planning along this line will be done by the Executive, and the matter will be settled at the next meeting. The May meeting will be held in Ardiebank School on Thursday, May 7th, at 7:30.

THERIEN-MALLAIG

The Therien-Mallaig Sub-local held its

second meeting on March 4th. At this meeting we discussed the text rental policy in force in this Division. The teachers present were greatly against it. They also disapproved of the idea of their buying old texts at the end of the term to resell them later in sets for each grade. We regret to say that the attendance at this reunion was fairly poor and urge that every teacher come if at all possible. Our next meeting will be held at the "Old Therien" school-house. You are all cordially invited to be present. A lunch has been promised to the members present, so, don't forget, all come!

TOMAHAWK

The March meeting of the Tomahawk Sub-local was held in the Tomahawk High School. Plans were made for an Old Time Dance to raise funds for the Local Track Meet. Miss Rowan gave an interesting report on a Silent Reading testing programme in her school. Many ideas and problems were discussed including the question "After the mechanics of reading have been mastered, what can the teacher do to encourage the desire for expansion of reading range?" Following the meeting Mrs. McGinn and Miss Willetts served a delicious lunch.

TWO HILLS

The Two Hills Sub-local met on February 21st. The secretary-treasurer gave a financial report climaxed with the announcement that a tidy sum was in the treasury. Part of this money will be used in making future payments on the projector. The president and the secretary were authorized to withdraw and deposit Sub-local monies. Admission to shows for intermediate pupils was lowered from 10c to 5c. Mr. Tymchuk reported the executive meeting. An appeal by the executive and the Divisional Board was made asking teachers to make every effort to economize on many items used in the classroom. Mr. Miskiwi also asked all teachers to promote the war effort in every way. All Workshop committees met to organize work. The teachers were treated to a most refreshing lunch given by the Two Hill's staff, Miss Hannonchko acting as hostess.

VIKING

A very successful meeting of the Viking Sub-local was held in Viking High School on March 14th at 2 p.m. The business section of the meeting occupied considerable time as several matters of importance were discussed. The president then introduced Mrs. L. G. Humber, nurse of the Holden Health Unit, who gave an excellent outline of the work being done throughout the Division. Nurse Humber explained in an interesting manner many phases of the work which were hitherto not very well understood by the teachers. Lunch was served by Mrs. Nordstrom, Miss Cottrell and Mr. Hardy.

WESTLOCK-CLYDE

The Westlock-Clyde Sub-local held their monthly meeting in Westlock at 2 p.m. on March 14th. Following the business meeting Mr. W. Dean gave a most interesting talk on Evaluating English in the New

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Course. He gave many timely and inspiring suggestions. A delicious lunch was served by Miss Hughes and Miss Sterling.

The members of the Sub-local again met at Clyde at 2 p.m. on April 18th. The two delegates, Miss Hughes and Mr. Burger gave interesting reports of the Easter Convention. A delicious lunch was served by the Clyde staff. The next meeting will be at Westlock when Superintendent Kunelius will give a talk.

WETASKIWIN

The March meeting of the Wetaskiwin Sub-local was held on Monday the 9th in the Household Economics room of the Alexandra School. After the general business was concluded, four moving pictures were shown which proved to be both educational and entertaining.

The Sub-local met again on April 13th. A discussion regarding a Parent-Teachers' Association arose. Following this it was decided that an invitation be extended to the Ponoka Sub-local and the teachers of Millet to be the guests of the Wetaskiwin Sub-local at their next regular meeting. The A.G.M. delegates, Miss MacDonald, Mr. Irvine and Mr. Fredell, ably presented their reports. Each report was followed by an interesting discussion. From their summary it was fully agreed that this convention must have been one of the most successful yet held.

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